

GENERAL REPORT

PUBLIC INSTRUCTION IN BENGAL

1872-73.

WITH APPENDIX.



Calcutta

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TO THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1872-73.

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PRIMARY INSTRUCTION.—The extension of primary instruction throughout the country has been pressed forward with much earnestness during the past year, of which the chief educational feature has been the successful introduction of the new scheme for the establishment or aiding of village pathshalas, which was briefly announced in the last report.

Under the various systems heretofore in force, there were in existence on the 31st March 1872 no more than 2,451 primary boys' schools aided or supported in any way by Government, and these schools only mustered 64,779 pupils.

On the 31st March 1873 the primary schools maintained under the old systems are

* Primary Schools			
	Schools.	Pupils.	
Government lower schools	29	896	
Grant-in-aid lower schools	348	9,673	
Circle lower schools	183	7,527	
Pathshalas under the old scheme	2,161	55,912	
Total under old systems	2,719	73,998	
Pathshalas under the old scheme	5,917	141,413	
Grand total of primary schools	8,636	215,411	

returned at 2,719, and their pupils at 73,998, showing an increase of 268 schools and 9,219 pupils over the numbers of the previous year; while under the new system we had established or aided and brought under systematic supervision no fewer than 5,917 additional village schools, with muster rolls containing 141,413 pupils. The whole number of primary schools connected with the Education Department had thus risen within the year from 2,451 to 8,636, and their pupils from 64,779 to 215,411.*

The State expenditure on all classes of primary schools in 1871-72 was shown to be

† Primary Schools		Cost to the State
		Rs.
Government lower schools		5,408
Grant-in-aid lower schools		22,066
Circle lower schools		11,006
Pathshalas under the old scheme		1,05,985
Total expenditure on primary schools under old systems		1,45,413
Pathshalas under the new scheme		48,877
Grand total of expenditure on primary schools		1,94,290

Rs. 1,28,356. The corresponding expenditure last year for primary schools under the old systems was Rs. 1,45,413, and Rs. 48,877 was spent on the 5,917 additional pathshalas returned under the new scheme.† This gives an expenditure of little more than Rs. 8 on an average for each of the new pathshalas, indicating, what is the fact, that the great majority of these schools were only taken in hand in the last few months of the year.

Taking the average allowance for each pathsala at Rs. 3 a month, or Rs. 36 a year, the annual cost of the new pathshalas included in the returns of the 31st March last will be Rs. 2,13,012. Later returns, which bring down the statistics of primary schools to about the end of August 1873, show the total number of schools then in operation at 10,787, with an estimated attendance of 255,728 pupils. Thus the number of schools has increased by 2,151 since the 31st March last, and the number of boys under instruction by 40,317; and if, as appears probable, the whole of the additional schools are pathshalas taken in hand under the new scheme, the total number of such pathshalas at work at the date of the latest returns will be 8,068, and the number of their pupils 181,730. Thus, at the average rate of Rs. 36 per annum for each school, the liabilities for 1873-74 amounted at that date to Rs. 2,90,448 for primary schools under the new scheme. At this rate the Rs. 4,00,000 sanctioned for the current year will provide for over 11,000 schools with some 250,000 pupils, and it is quite possible that these numbers will have been reached by the end of March 1874.

These statistics sufficiently indicate that the anticipations which the Lieutenant-Governor felt himself justified in forming have been on the whole fulfilled. A successful beginning has been made. Difficulties have been met, and in a great measure overcome, by the tact and

energy of the officers employed. A system of primary education, simple and even rude at present, but capable of steady improvement, has been started in every district; and if the state of the public finances should allow of the appropriation of funds in future years for the continued extension and development of what has now been begun, there seems no reason to doubt that elementary instruction may by degrees be spread very widely amongst the vast rural population of Bengal.

The reports detail at length the various obstacles that the scheme has encountered at the outset.

In some districts difficulties have been caused by the suspicious prejudices of the people and the spread of sinister rumours regarding the designs of the Government. Nowhere has any active hostility been displayed, but real alarm has in some cases held the people aloof, and more frequently indifference and apathy; they see no reason why their children should learn what they never learnt themselves; they require their help in the fields or at their handicrafts; and they do not wish to change old customs.

In many parts it has proved difficult to find fairly competent teachers; and when teachers have been found and new pathshalas have been established or old ones assisted, a more troublesome cause of failure has arisen in the general disinclination of the parents to pay anything in the shape of fees to the gurus. This is especially the case in Behar, but the same evil is more or less prevalent in all districts. The people argue that as the Sarkar now pays the guru, there is no reason why they should contribute anything for his support; and so he is left to maintain himself as he can on the small pathshala grant allowed to him. Where the grant is not enough to provide bare subsistence for himself and his family, he cannot long continue to keep his school together, and no successor is willing to take his place. This is perhaps the most serious and widely spread difficulty that has yet showed itself, but it is hoped that it will be gradually overcome.

As soon as the work of getting out the grants was fairly taken in hand, it was everywhere found that the existing staff of subordinate inspecting officers was inadequate for the new requirements, and applications were received from all quarters for additional assistance. This has been supplied as far as possible. A considerable number of sub-inspectors have been appointed on low salaries for the supervision of the new schools, and more must no doubt be added from time to time as the scheme extends and village schools multiply; for it is urged on all hands, and it is unquestionably true, that constant inspection at short intervals is an absolutely essential condition to secure the maintenance and efficiency of elementary schools in country districts.

These officers have also to be employed as far as possible to pay the gurus. It has been found somewhat difficult to arrange for the regular distribution of the monthly allowances, and various expedients are resorted to in different districts. In many cases the police are employed to distribute the money—a plan which is not in itself desirable, and it is often unfortunately necessary for the teacher to travel considerable distances to receive his grant. Experience will no doubt lead to improvements in this respect.

The subsidies allowed to the pathshalas brought under the scheme are for the most part given in the shape of fixed allowances to the gurus, ranging from Rs. 2-8 to Rs. 5 a month; but in the Midnapore district, as will be further explained below, a system of payment by results has been attempted depending on periodical examinations. This plan will perhaps be found to work successfully in districts where indigenous schools are numerous.

Like other large groups of schools which are placed together under one class, the new pathshalas are reported to vary greatly in their pretensions and efficiency; but the general standard aimed at is that laid down by Government, being confined for the most part to reading and writing in the vernaculars, with native arithmetic and accounts. In some pathshalas, however, English arithmetic appears to have crept in, and it is said to be generally preferred where it has gained a footing.

That the general results of what has been attempted are more or less favorable, will be gathered from the following expressions of opinion gleaned from the educational reports.

PRESIDENCY DIVISION.—In the Presidency Division the Commissioner considers that a marked impulse has been given to primary education by the introduction of the new scheme, though it has not yet commended itself to the upper and middle classes owing to a fear that their own position will be affected by it and their influence diminished. It is also said that they regard every rupee spent on primary education as so much diverted from the only legitimate object of expenditure on schools, viz. English education.

The Inspector reports that the work of taking up schools was done expeditiously, as “the Magistrate had money at hand and was unfettered by restrictions.” He explains that rapid progress was less easy for the Inspectors of Schools, who, previously to the orders of the 30th September, were required to establish village schools in concert with the local authorities. “It is evident,” he writes, “that the Magistrate as ruler of the district, unfettered by restrictions, can plant schools faster than is possible for Inspectors armed with no power; but whether the schools so planted will strike root in a friendly manner remains to be seen. Schools should be so planted that they will grow. Inspectors, acting only with local sympathy, had formerly tried so to choose the soil that the plant would thrive. Still the work has been well begun, and is thus far a great success.”

Up to the 31st March last 1,871 pathsalas had been established or assisted; but only Rs. 3,316 had then been expended on them, which is at the rate of Rs. 4-11-8 for each school. The average monthly allowance for a school was about Rs. 3; so that payments had only been made for a few weeks at the end of the year.

In the primary schools of all kinds in the Presidency Division the returns show that there were 33,990 Hindus, 13,663 Muhammadans, and 443 Christians. The new pathsalas alone contain 7,431 Muhammadans, against 13,837 Hindus. Mr. Woodrow remarks that the Musalmans of Bengal belong for the most part to the poorer cultivating classes, and that even where they form a majority of the population they do not form a majority of the well-to-do classes, and that hence they are found most numerous in the lowest class of schools. This view is no doubt correct, and evidence has been adduced which tends to show that the Muhammadans of the upper and middle ranks are generally better represented in proportion to their numbers in the higher and middle schools than has been commonly supposed.

RAJSHAH DIVISION.—The Rajshahi Commissioner reports that the new system of aiding pathsalas with small grants has been introduced in his division with much intelligence and interest by the Magistrates and the subordinates of the Education Department acting under them. It is said to be popular, and promises to be capable of expansion to the full extent that money can be made available.

The Inspector shows that out of 835 pathsalas allotted to the district, no fewer than 800 were actually established and in operation before the 31st March; and he explains, what is no doubt the fact, that the rapidity with which the schools were taken up in this division is mainly due to the old pathsala scheme, which had been worked there for years, with training schools for teachers. The growth and extension of pathsalas under that scheme had been checked by financial restrictions for some years past, but the inspecting officers were well acquainted with the sites of the indigenous pathsalas and the capabilities of the different villages; and as soon as the money restriction was removed, they were able at once to go their rounds, fill in their returns, and name the gurus they could recommend for pathsala grants.

Out of 36,997 pupils of primary schools who are classified in the returns of this division, it appears that the Muhammadans number 18,380, and the Hindus 18,613: but only two Muhammadans appear amongst the upper classes of society, against 12 Hindus; and in the middle classes there are only 1,749 Muhammadans to 3,777 Hindus. The strength of the Muhammadan community is in the lower classes, which contribute 16,629 Muhammadans to primary schools against 14,824 Hindus.

Dacca Division.—In the Dacca Division the measure is reported to have been worked with the utmost cordiality and zeal by every officer, and to have been well received by the people generally. The funds allotted for primary schools have been laid out with much care and trouble; but the Commissioner remarks that the majority of the people never expected, and do not wish, that the sons and daughters of the fishermen and cultivators of the fields should be educated *en masse*. It is believed that a large proportion of the pupils got together in the new schools would have received some education independently of them, and would not have grown up wholly uneducated. The lowest stratum of society is hardly at present touched even by these village pathsalas.

The Inspector confirms these statements:—"Nothing is more remarkable," writes Mr. Clarke, "than the cordiality with which the people have received these Government pathsalas, as reported by every Deputy Inspector, not merely in the central districts, but even in Cachar, where the want of a taste for education has hitherto been deplored in so many reports." Comparatively little money had been spent on the new schools out of the 30th September grant up to the end of the year, but a very large number were at work. The same thing is remarked of the distribution of the half lakh of rupees assigned for primary schools in July. Very little of this money had actually been drawn before the 30th September, but Mr. Clarke had "three times as many schools going as the money would pay for within a very short time of the sanction of the half lakh, and these pathsalas were afterwards worked in very successfully under the 30th September grant." The delay in drawing the money arose chiefly from the condition that the local authorities were to be consulted in the distribution of it; but it is explained that this was of little consequence, because the schools knew that they would ultimately receive their grants from the date on which they began regular work. Mr. Clarke reports that a large number of the boys brought into the new pathsalas had previously learnt to write and do a little Bengali arithmetic up to the standard of their years. He has rarely visited one of the new pathsalas even in the most unfavorable districts there he has found all the boys beginners. They had generally learnt something at home from a father or uncle; less frequently they had been taught in a shop or office.

It has been urged, he says, that these boys would have acquired all that they needed without the intervention of Government or the expenditure of public money: but he justly argues that this home education is of a very limited and non-progressive type; that though many of the boys who come to the pathsalas can do a little writing and bazar arithmetic, very few indeed can read, and many are anxious to come to school to learn the art of reading; that the opening of a pathsala in a village causes a number of little boys to commence education

who would never have commenced at all at home; that the laying out a large sum of public money has given an impulse to primary education which is sure to tell somewhere; and lastly, that when we have once got boys to attend a school regularly, it is possible to commence improving the education given them, which at home is practically impossible.

In this view I fully concur. The improvement of indigenous education should be a certain result of the establishment of the new schools, if only proper measures are enforced to raise the qualifications of the village teachers.

Mr. Clarke notices, like Mr. Woodrow, that the Muhammadans appear most numerous in the lower class of primary schools. He says on this point:—"The opinions advanced by the Magistrate of Mymensing last year, viz. that the pathsala education was that fitted for the Muhammadans, has been amply verified in the new primary schools." "I need not report further," he adds, "on the measures which should be adopted to attract the Muhammadans of the upper and middle classes to our schools. But I may remark that if the measures now ordered to be adopted should not appear to attract many, we ought not to be greatly surprised, as in Eastern Bengal there does not exist any great body of Muhammadans of the upper and middle classes."

CHITTAGONG DIVISION.—From the Chittagong division the Commissioner reports to the same effect. The establishment of primary schools has been carried out with complete co-operation on the part of the people and the district officers. The new scheme has given a marked impetus to education, and has been received with at least temporary enthusiasm. Here, as elsewhere, education is regarded as the road to an income, and the desire for it is said to be very great. There has been no difficulty in placing out the allotted funds, and the growth of schools has been rapid.

"We are now in a position" writes the Inspector, Mr. Clarke, "to estimate what has been effected by the new primary pathsala grant of 30th September 1872. Between 1st January 1873 and 1st April 1873 it has added 8,081 boys at school (almost all in the primary stage) to the 5,150 who were at school before in schools aided or under inspection. These boys were in 276 schools, nearly all of which were new schools. In the district of Noakhali the number of boys at school was raised at a blow from 887 to 3,435, exclusive of the 'unaided schools,' of which many would be pathsalas called into being by the hope of getting a primary grant. Nearly half of the new school boys were Muhammadans. And this effect was produced in what we have always hitherto considered a backward zilla with a population prejudiced against education. The people have in fact everywhere welcomed cordially the new schools. They are everywhere ready to learn writing and native accounts entirely at the Government expense. I have always thought they were, but the success of the new primary schools in such districts as Noakhali and Cachar has been beyond my most sanguine expectations."

ASSAM.—In Assam, if there is no very active desire for education on the part of the people, there is a general willingness to accept it if it is brought within their reach. It is said that teachers are found with difficulty, but new pathsalas have been started in every district, and a decided impulse has been given to the spread of primary education.

Primary schools have increased within the year from 95 to 293. This seems satisfactory, but the Commissioner is of opinion that the establishment of some of the schools has been a little too pressed. He pronounces it too soon to form a fair opinion of the working of the new pathsalas. The Inspector, Mr. Martin, makes the same remark, but he adds: "There is no doubt, however, as to their popularity, and they must prove in time a great boon to the people."

At the end of the year the pathsalas contained 7,463 pupils, of whom 6,656 were Hindus and 808 Muhammadans.

KUCH BEHAR DIVISION.—In the Kuch Behar district 90 pathsalas were established during the year, and on the 30th March contained 1,745 pupils. The Commissioner reports that the great difficulty in the way of extension of schools is the want of gurus. "Indigenous schools are few; the mass of the people are totally illiterate; educated men, save foreigners, are few, if any."

The returns show 139 primary schools of all kinds, containing 1,707 Hindus and 685 Muhammadans.

ORISSA.—In Orissa a commencement has been made in subsidizing village schools and bringing them under control.

The Commissioner reports that the system has been initiated with very tolerable results. He had not pressed the immediate expenditure of the grant, being of opinion that changes require to be slow to be permanent. Indigenous pathsalas are numerous, but the attempt to bring them under the new system appears in some parts to have given rise to misconception on the part of the people, and prejudicial rumours have been in circulation. These difficulties will no doubt be overcome by tact and perseverance.

Little had been done in the Cuttack district before the end of the year; but in Balasore and Puri 213 new pathsalas had been taken in hand with an attendance of 4,471 pupils, of whom 4,194 were Hindus and 261 Muhammadans.

BURDWAN DIVISION.—In the Burdwan Division the Commissioner reports that the new scheme has been fairly started, but he considers it premature to venture an opinion as to the success of measures so recently introduced and of such great intrinsic importance. He regrets

that little was actually effected before the end of the year for the development of primary schools, except in the Midnapore district, where "the money was spent in encouraging the boys and teachers on a scale which will no doubt have produced an extraordinary stimulus this year, but which the Magistrate could hardly afford to repeat every year."

The Inspector writes:—"That education in primary schools is likely to be stimulated and fostered in village schools under the new system, there can be no doubt;" and he reports that on all sides applications for assistance are coming in from pathsalas never before heard of.

In the Midnapore district, out of 1,729 indigenous village schools which were discovered to be in existence, containing 19,174 pupils, about 700 schools with 13,000 pupils had accepted the offer of connection with Government before the end of the year. The district was divided into ten circles, and the gurus were invited to bring their boys to the centres, at which a general examination was held, on the result of which the gurus received their rewards. The general subjects were reading, writing, and mental and written arithmetic; and four annas per boy was given for each subject, or one rupee for each boy who passed in all four subjects, besides which eight annas was allowed for every boy who could pass in mahajani and zemindari accounts, and one rupee for those who could measure land. The Magistrate, Mr. Harrison, to whom this scheme is due, considers that "the examinations proved a great success, and were ably and impartially conducted by the inspecting officers, the school-masters, and the principal non-official gentlemen at the centres, who exhibited a lively interest in the proceedings." The Inspector writes:—"The advantages of this system, if it can be efficiently carried out, are palpable."

I consider the principle of the plan good, but must await further experience before expressing an opinion as to the practicability of working it permanently.

The returns show that out of 20,501 pupils in the pathsalas of the Burdwan district 19,055 were Hindus and only 1,116 Muhammadans.

CHOTA NAGPUR DIVISION.—The Chota Nagpur primary schools are reported to have been taken up to the full extent of the allotted grant, and the Commissioner believes that, with few exceptions, they are doing well.

He reports that out of the 470 pathsalas assigned to the district by the orders of the 30th September, 416 had been established by the 1st March with a muster-roll of 15,871 pupils. The main difficulty was to procure a sufficient supply of teachers. Education has generally been regarded by the agricultural and labouring classes as something altogether unsuited to their condition and capacity. They appear to be indifferent to it, but not actively hostile.

BUHAR.—In the Bhagulpur and Patna divisions the difficulties have no doubt been greater than in any other part of Bengal. This was naturally to have been anticipated, as Behar has never responded to any of the efforts that have been made for its educational improvement; nevertheless the new scheme has met with very fair success, considering the unfavorable conditions it had to encounter.

BHAGULPUR DIVISION.—In the Bhagulpur division the Commissioner reports that the orders of Government have been strictly carried out and pathsalas established in every district except the Santhal Parganas, where virtually nothing was done within the year. But he writes:—"In my opinion the real work, however, only now begins, in a struggle to see whether the new schools can be fostered into real life until they become progressive institutions in the country, or whether after a nominal existence they will dwindle and die out. I do not desire to conceal for a moment my opinion that the present existence of all these schools is artificial, and attributable to the zeal and energy with which Government officers have laboured in the cause, and the same attention must be bestowed for time to come in order to preserve them; but if only they can be kept going long enough to admit of the Government officers stirring up the interest both of the zemindar and the people in the case of each individual school, I feel very sanguine of success, for after all village schools or pathsalas are no novel institutions with the people of this country." Much opposition and prejudice had to be overcome, and the zemindars, as a rule, held aloof and did not render as much assistance as could have been wished.

PATNA DIVISION.—In the Patna Division the Commissioner shows that the scheme has been very successfully worked out. In the beginning, he reports, much foolish fear and apprehension was shown by the people regarding the object of Government in establishing these village schools.

"One Magistrate says they fear the Government *et dona ferentes*; another says, they ask of Government, 'Can any good thing come out of Nazareth?' The rumour that Government were going to educate the people with a view to shipping them off to the colonies was very general; another, that the gurus were to be paid in order to become Government spies and give information for new taxes, found scarcely less favour; a third was that the zemindars were to have the Government grant added to their revenue." Nevertheless the people, as usual, showed themselves exceedingly amenable to orders. "The distrust of these schools has now almost disappeared, and they are progressing most favorably."

SECONDARY INSTRUCTION.—Secondary instruction is provided in schools which are intermediate in standard between the primary or lower schools and the colleges affiliated to the University, which admit only matriculated students who have passed the University Entrance examination. They are divided into middle schools and higher schools. The higher schools

educate up to the Entrance standard, and in all of them English is not only taught as a language, but is also the medium of instruction, except in some of the lowest classes. In some middle schools English is taught, and in others the whole of the instruction is in the vernacular. Middle schools are consequently classed as English schools or vernacular schools, accordingly as English is or is not taught in them. The standard aimed at in the middle English schools is that laid down in the course for minor scholarships, representing a stage of progress from two to three years short of that reached in the higher schools. In the same way the vernacular scholarship course defines the standard aimed at by the middle vernacular schools. It is the same as the standard of the middle English schools in all subjects except English. All schools, however, both middle and higher, begin with nearly the earliest rudiments of education in their lowest classes, and in fact a very large proportion of their pupils are in the primary stage of instruction.

The extent to which this is the case is shown by returns obtained this year giving the number of pupils in the several stages of instruction in schools of every class. Out of 303,110 pupils of both sexes included in these returns, 153,088, or more than one half, are entered under the lowest section of the primary stage, which is supposed to occupy two years, comprising the beginners who cannot yet read, write, and understand easy sentences in their mother tongue, and 101,336 more are entered under the upper section of the primary stage, not having yet reached the standard of the third class of a "middle" school reading the vernacular scholarship course. The two sections of the primary stage together are supposed to cover four years of schooling; and thus out of 303,110 pupils at school no fewer than 254,124 are still in the primary stage and have received less than four years' teaching, leaving 48,424 for the upper and middle stages, of whom 6,676 are in the upper stage, corresponding to the two upper classes of a "higher" school reading the University Entrance course, and 42,013 are in the middle stage, which is supposed to occupy four years and is intermediate

Pupils in the primary stage (4 years)
 " middle " (4 ")
 " upper " (2 ")

Total . 401,988

between the primary stage and the upper stage. But besides the above there are about 99,000 children attending the new pathshalas, who have not been returned in the classified lists, and as these must all be in the primary stage, the aggregate number of children in that

stage is about 353,300, against 42,000 in the middle stage and 6,700 in the upper stage.

The returns show 1,374 Government and aided schools of the middle class at the end of the year, with an attendance of 66,515 pupils. Of these schools 132 are classed as "English" with 22,038 pupils, and 912 as "vernacular" with 44,507 pupils. Compared with the returns of the previous year, these figures show a loss of 87 schools and 3,551 pupils.

MIDDLE SCHOOLS		1871-72		1872-73	
		Schools	Pupils	Schools	Pupils
GOVERNMENT SCHOOLS—					
English		9	902	4	187
Vernacular		213	11,710	194	11,020
AIDED SCHOOLS					
English		177	2,192	178	2,111
Vernacular		763	3,902	718	33,187
Total		1,161	70,096	1,174	66,515
UNAIDED SCHOOLS—					
English		196	9,027	196	5,509
Vernacular		...	...	97	3,942
Total		196	9,027	198	9,531
Grand Total		1,657	79,123	1,667	76,046

The Government English middle schools have been reduced from 9 to 4, showing a loss of 5 schools and 415 pupils; but these 5 schools have merely risen in standard and reappear as higher schools in the present returns. There appears to be a real loss of 49 aided English middle schools with 1,941 pupils; and there is a further loss of 19 Government and 15 aided vernacular middle schools with an aggregate of 1,195 pupils. The report of the

OF PUBLIC INSTRUCTION.

previous year showed a similar falling off in aided middle schools, and the cause appears to have been in both years the same, viz. the suspension of grants under the grant-in-aid rules, in consequence of which no new schools could receive Government aid, and the schools that failed were not replaced by others, as would have been the case if money had been available.* No explanation is given of the loss of Government vernacular schools. It is perhaps apparent only, and due to a change of classification.

Of the whole number of middle schools classed above as "aided," 989 are grant-in-aid schools with 17,123 pupils (English schools 128, pupils 21,551; vernacular schools 561, pupils 25,872); 153 are circle vernacular schools with 6,569 pupils; and 34 are pathshalas under the old system with 1,016 pupils.

In addition to the above the returns of unaided schools show 96 middle English schools with 5,599 pupils, and 97 vernacular middle schools with 3,932 pupils; but these returns are always defective, and there are probably more such schools in existence than the figures indicate.

The total expenditure on middle schools has decreased from Rs. 7,91,900 to Rs. 7,36,300, the State expenditure having fallen from Rs. 3,23,850 to Rs. 3,01,807, as shown below :—

MIDDLE SCHOOLS		1871-72			1872-73		
		State funds	Local funds	Total	State funds	Local funds	Total
GOVERNMENT SCHOOLS		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	}	68,800	40,790	1,09,440	3,789	8,775	12,564
Vernacular					56,622	32,322	88,944
AIDED SCHOOLS							
English	}	2,51,984	4,27,184	6,82,468	1,35,429	2,40,964	3,76,393
Vernacular					1,05,907	1,52,423	2,58,300
Total		3,23,850	4,68,064	7,91,917	3,01,807	4,34,184	7,36,291

The average cost of a boy in the Government middle schools was Rs. 8-13 and in the aided middle schools Rs. 11-8—the State expenditure per head being Rs. 5-4 in the Government schools and Rs. 4-6 in the aided schools.

The five Government schools which have been transferred from the middle to the higher class have raised the number of Government higher schools from 52 to 57, and the number of pupils has at the same time risen from 10,282 to 11,073, but this increase is scarcely in proportion to the increase in the number of schools. The aided higher schools still number 78, as they did last year, but the attendance at them has fallen from 8,112 to 7,789.

There are also included in the returns 14 unaided higher schools, with an attendance of 11,779 pupils. The corresponding returns for the previous year shewed 17 schools and 11,629 pupils :—

HIGHER SCHOOLS		1871-72		187	
		Schools	Pupils	Schools	Pupils
Government Schools		52	10,282	57	11,073
Aided Schools		78	8,112	78	7,789
Total		130	18,394	135	18,862
Unaided Schools		97	11,629	14	11,779
Grand Total		177	30,023	170	

* New grants were prohibited under the following orders—“The Lieutenant-Governor desires that pending further orders no new or increased grants be given to any school, with the exception that money saved from other grant-in-aid in the course of a year may be devoted to increasing the number of pathshalas.”—No. 344, dated 27th January 1872. This prohibition was confirmed by subsequent orders and remained in force up to the 17th April 1873, when revised grant-in-aid rules were promulgated.

The ordinary grants allotted to the Government higher schools were revised and reduced during the year, but special extra grants were made to many of them to provide for the teaching of new subjects; and as this money is not generally separated in the returns from the ordinary school income, it does not appear to what extent the reductions had taken effect up to the end of the year. On the whole the returns shew a small increase of Government expenditure to the extent of Rs. 8,037, which is partly due to the transfer of the five middle schools to the list of higher schools. The grants to aided schools remain nearly unaltered:—

HIGHER SCHOOLS	1871-72			1872-73		
	State funds	Local funds.	Total.	State funds	Local funds	Total
	Rs	Rs	Rs	Rs.	Rs	
Government Schools	1,73,057	2,26,596	4,00,553	1,81,994	2,34,278	4,16,272
Aided Schools	51,590	1,37,650	1,89,240	51,843	1,37,959	1,89,802
Total	2,24,647	3,64,246	5,89,793	2,33,837	3,72,237	

The cost per head to the State is Rs. 16-7 in Government higher schools, and the total cost Rs. 37-9. In aided higher schools the cost per head to the State is Rs. 6-10, and the total cost Rs. 24-6.

The examination for entrance to the University is the final goal to which the efforts of the higher schools are directed, and the results attained in it afford a very fair test of their efficiency. The examination of December 1872 was the largest on record, the number of candidates enrolled being 2,144, giving an increase of 242 over the number in the previous year. Of these 938 passed, 1,142 failed, and 64 were absent from the examination.

Of the rejected candidates 865 failed in English, 321 in the second language, 721 in history and geography, and 534 in mathematics. These figures shew that out of the 2,080 candidates actually present at the examination, 42 per cent. failed in English, 25 per cent. in history and geography, 26 per cent. in mathematics, and 15 per cent. in the second language. Thus English was the most fatal subject, as it has always been, and next comes history and geography, in which English composition has great weight. By far the fewest failures are in the second language. The returns do not distinguish between failures in a classical language and in a vernacular, but 61 per cent. of the candidates took up a classic.

The candidates from Bengal numbered 1,717, against 1,503 in 1871, comprising 1,558 Hindus (of whom 15 described themselves as Theists and 75 as Brahmists), 83 Christians, 74 Muhammadans, 1 Sikh, and 1 Buddhist. The first class contains 144 names, the second 372, and the third 221.

More than two-thirds of the whole number of passed candidates, 489 out of 737, were sent up by schools in the metropolitan districts comprised in the Burdwan and Presidency Divisions including the town of Calcutta. The general distribution is as follows:—

Districts	Boys	Passed Candidates
Burdwan Division	48	186
Calcutta	24	169
Presidency Division	40	134
Dacca	17	90
Rajshahi	15	55
Patna	8	35
Bhagulpur	6	17
Chittagong	5	16
Chota Nagpur	3	12
Orissa	4	11
Assam	6	4
Cooch Behar	2	2
Private students.		6
Total	178	737

It must be remembered, however, that the best schools in Calcutta and elsewhere, especially the collegiate schools, are largely resorted to by students from distant places, so that the list cannot be taken to represent accurately the proportion of students actually belonging to the several districts enumerated.

In this examination papers were set in no fewer than ten languages besides English, viz. Latin, Sanskrit, Arabic, Bengali, Persian, Urdu, Hindi, Uriya, Armenian, and Burmese.

The following list shows the number of Bengal candidates who took up the several languages in each of the last two years:—

			December 1871.	December 1872.
Latin	.....	..	47	54
Sanskrit	.....	..	1,111	1,073
Arabic	.. .	..	49	32
Bengali	.....	..	210	462
Persian	.....	..	3	5
Urdu	.....	..	12	65
Hindi	.....	..	3	7
Uriya	.....	..	2	14
Armenian	.....	..	6	4
Burmese	.....	..	0	1
Total			1,503	1,717

From this it appears that 80 per cent. of the candidates took up a classical language in 1871, and that the number fell to 67 per cent. at the last examination. Sanskrit largely predominates, but the number of candidates taking it up was smaller by 38 last year than in the preceding year, and proportionally to the total number of candidates the reduction was much greater, 62 per cent. only having taken it up in 1872, against 74 per cent. in 1871. This is no doubt due to the orders of last year restricting the teaching of Sanskrit in Government schools.

Under the scholarship rules of 1867 two-thirds of the junior scholarships were reserved for candidates who passed in a classical language, and Sanskrit was in consequence taught in the four upper classes of nearly all the higher schools in Bengal. This condition of eligibility for scholarships has now been set aside. The teaching of Sanskrit has been stopped in many Government schools, and it has been further ordered that Sanskrit shall not be taught in more than the three highest classes of any such schools, nor in any one of these classes unless it contains at least ten boys who signify their wish to learn it. Some exceptions have been allowed on the representation of local authorities; but the teaching of Sanskrit has been much restricted, and where it is no longer provided, the students who wished to continue the study are reported to have secured assistance out of school hours, or to have migrated to other schools where Sanskrit is still taught.

Objections have been raised to the Government orders with reference to the University regulations under which all undergraduate students in the general colleges are required to pass in a classical language at the First examination in Arts. It is urged on all hands that the students will be put at a great disadvantage if they are refused the means of mastering the rudiments of a classical language as early as possible at school, and that for the Hindu student to defer the acquisition of Sanskrit till he has entered college, or to come up with a deficiency in Sanskrit, must be seriously prejudicial to his progress in his University studies, and especially to the new science subjects, which he will encounter for the first time in the college lecture-rooms. The student knows this, and as a rule he will not dare to present himself at any of the Arts Colleges without being fairly qualified in Sanskrit, so long as he is bound to pass in it. He will feel compelled to learn it in some way or other during his school career, and if it is not taught in the class room he must work at it without help, or must have recourse to private assistance if able to command it.

There is no doubt much truth in these representations, but the Lieutenant-Governor has declared his opinion to be that too much is made of the classical element in the University course, and has expressed a hope that before long the classical languages will at least be left optional subjects for the First Arts, as they now are for the B.A. examination; so that by the restriction of language teaching at school, room may be made for the elements of practical science subjects without injury to the prospects of the students in their subsequent academical career.

With the object of giving a more practical turn to the course for Entrance, I laid the following proposals before the University in January last for consideration and discussion:—

“That in the schedule of subjects for the University Entrance examination for 1874 and thereafter, the following alterations be made, viz.—

1. In place of *II. History* the following:—

II.—History and Geography.

The outlines of the history of England, of the history of India, and of general and physical geography, with a more detailed knowledge of the geography of India.

The historical text-books will be fixed from time to time by the Syndicate (see Appendix B).

(Half the marks will be given for history and half for geography, and in the geographical paper half the marks will be given for physical and half for general geography).

2 In place of *Geometry* the following:—

Geometry and Mensuration.

The first four books of Euclid with easy deductions, and the mensuration of plain surfaces, including the theory of surveying with the chain.

(Sixty per cent. of the marks will be given for geometry and forty per cent. for mensuration).

These proposals, which were approved by the Syndicate, were ordered to be circulated for the opinion of the heads of affiliated colleges, and the question at present stands over for decision.

The Lieutenant-Governor meanwhile ordered a separate departmental examination in surveying and physical geography for candidates for junior scholarships to be held previously to the Entrance examination, and has restricted the award of scholarships by the condition that not less than one-half the scholarships assigned to each division are to be given to students who have qualified in these subjects. The scholarship award of January 1874 will be made under these orders; but the Lieutenant-Governor has intimated that he will gladly accept the tests proposed to be added to the University Entrance examination instead of a separate examination, and it is hoped they will shortly be adopted. They will certainly improve the Entrance examination, and there is much advantage in being spared the difficulty and expense of an additional examination.

The returns of the Entrance examination afford little proof that the Muhammadans are more alive than heretofore to the advantages of an English education. The number that passed in 1872 was 30 only, against 28 in 1871, 39 in 1870, 23 in 1869, and 26 in 1868. During these five years the proportion of successful Muhammadans out of the total number passed has remained almost stationary at about 1 per cent.; but at the last examination only one Muhammadan appeared in the first class against four in 1871, five in 1870, four in 1869, and two in 1868. Nevertheless the Inspectors' reports indicate that Muhammadan students are sensibly increasing in number in our English schools, and making fair progress in them. A large increase is not to be expected, for the section of the Muhammadan community which correspond socially to the classes of Hindus that seek higher school instruction, is in reality very limited in lower Bengal.

The following table shews the distribution of the 160 junior scholarships awarded in January 1873 on the results of the Entrance examination held in the preceding month:—

Distribution list of Junior Scholarships, 1873.

Commissariat Division	First Class Scholarships	Second Class Scholarships	Third Class Scholarships	Total	NUMBER OF SCHOLARSHIP HOLDERS WHO PASSED THE EN- TRANCE EXAMINATION IN THE—		
					First Class	Second Class	Third Class
Burdwan Division	12	6	12	30	20		
Calcutta	3	5	11	22	22		
Presidency Division	2		10	17	17		
Rajshahi	2	6	12	20	15	7	
Dacca	1	6	12	19	19		
Chittagong		2	6	8	1	7	
Palna		7	13	21	5	16	
Bhawalpur			8	11		5	
Orissa		4	6	10	2	3	
Chota Nagpur		2	5	7	2	5	
Assam		3	1	4		1	
Cooch Behar		1		1		1	
Total	19	50	100	160	101	45	14

Of those 160 Scholars, 75 elected to take up chemistry for the First Arts examination, and 56 chose Psychology. The remaining 29 are distributed amongst the Professional Colleges.

SUPERIOR INSTRUCTION.—School instruction ends with the Entrance Examination, which opens the door to the colleges affiliated to the University. In these colleges superior instruction is given to matriculated students in the courses of subjects prescribed for the University degrees in Arts. In 1872-73 there were 10 Government Arts Colleges containing 858 pupils at the end of the year, against 9 colleges and 933 pupils in 1871-72. The college added to the list is the High School at Midnapur, which has been partly endowed by contributions raised in the district. Only four of the Government colleges are now allowed to educate up to the B.A. standard, viz. the Presidency College and the Colleges at Hooghly, Dacca, and Patna. The Sanskrit College and the Colleges at Kriknagpur and Berhampur, which formerly worked up to the B.A. standard, have now been restricted to the First Arts course, which is also the standard fixed for the three high schools at Gowhatty, Cuttack, and Midnapur. Since the end of the year the Government school at Rampur Bauleah has been raised to the same standard as the Rajshahi High School, having received a liberal endowment to the amount of Rs. 5,000 a year from a wealthy land-owner in the district, Babu Hara Nath Ray, zemindar of Dubabhati.

There are also 5 aided colleges containing 305 pupils in 1872-73 against 357 in 1871-72. They all educate up to the B.A. standard.

On the whole there is a loss of 127 under-graduate students as compared with the previous year. The Government colleges losing 75 and the aided colleges 52.

This loss is partly counterbalanced by gains in the Medical and Engineering colleges, the attendance having increased at the end of the year by 18 in the former and 29 in the latter. The annual session commences in both these colleges in June, and in the current session the entries have been unprecedentedly large in each of them; the new Civil Service classes have also attracted many under-graduate students; so that on the whole it seems probable that the losses in the Arts Colleges may have been fully made good by increases in the departments of special instruction.

The following tables give statistics of attendance and expenditure in the general colleges, both Government and aided.

Statement of Attendance in the Colleges for General Education.

Colleges—General.	Monthly fee.	Number on the rolls at the end of the year.				
		1869	1870	1871	1872	1873
GOVERNMENT—						
	RS. A P.					
Presidency College	12 0 0	313	597	403	412	85
Sanskrit College	5 0 0	76	79	96	23	6
Hooghly College	5 0 0	131	144	153	143	120
Dacca College	5 0 0	138	117	112	103	111
Krishnachar College	5 0 0	106	127	116	96	1
Berhampur College	5 0 0	77	56	41	39	4
Patna College	5 0 0	66	63	81	79	61
Gowhatty High School	5 0 0	8	13	17	9	1
Cuttack High School	5 0 0	10	22	22	19	11
Midnapur High School	5 0 0					10
Total		913	972	973	913	
AIDED						
St. Xavier's College, Calcutta	5 0 0	32	—	3	36	51
Free Church College, Calcutta	5 0 0	91	103	120	107	108
General Assembly's College, Calcutta	5 0 0	100	8	62	89	51
Cathedral Mission College, Calcutta	5 0 0	17	118	131	93	74
London Mission College Calcutta	5 0 0	13	11	13	32	18
Total		143	113	309	357	61
Grand Total		1,056	1,085	1,282	1,270	116

* Inclusive of 4 out-students.

† Inclusive of 7 out-students.

Statement of expenditure in the Colleges for general education

Colleges General	Expenditure in 1872-73			Cost per annum of each student		
	From State funds	From fees	Total	From State funds	From fees	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GOVERNMENT—						
Presidency College	418	784	1,202	136	122	258
Sanskrit College	113	101	214	51	44	95
Hindu College	110	4,078	4,188	2	18	20
Dacca College	10	738	748	2	14	16
Krishnaiah College	1	180	181	1	1	2
Berhampur College	1	1,711	1,712	8004	1	8005
Patna College	1	1	2	181	1	182
Gowhatia High School	1	1	2	68	1	69
Cuttack High School	1	1	2	188	1	189
Midnapur High School	11	1	12	1	1	2
Total	847	10,001	10,848	208	97	305
AIDED—						
St. Xavier's College, Calcutta	34	300	334	106	1	107
Pres. Church College, Calcutta	1	1	2	14	1	15
Central Assembly School, Calcutta	1	1	2	1114	1	1115
Catholic Mission College, Calcutta	1	1	2	181	1	182
London Mission College, Bombay	1	1	2	1	1	2
Total	38	303	341	78	4	82
Grand Total	114	10,304	11,189	286	101	387

Two years after entering the colleges, the students undergo the first public examination for the degrees in Arts, known as the First Arts examination.

In the F.A. examination of December 1872 there were in all 560 candidates on the University register, against 507 in 1871; and of these 220 passed, 8 were absent, and 32 failed. The candidates from Bengal numbered 463, against 434 in 1871, and 184 passed, viz 16 in the first class, 61 in the second class, and 107 in the third.

These were distributed as shown below—

FIRST ARTS EXAMINATION, DECEMBER 1872

COLLEGES	Candidates	Passed			Total
		1st Class	2nd Class	3rd Class	
GOVERNMENT—					
Presidency College	100	17	31	35	83
Sanskrit College	8	1	1	1	3
Hindu College	46	1	9	9	19
Dacca College	4	1	1	7	9
Krishnaiah College	4	1	1	1	3
Berhampur College	0	1	1	1	3
Patna College	1	1	1	8	10
Gowhatia High School	1	1	1	1	3
Cuttack High School	5	1	1	1	3
Total	160	26	46	70	142
AIDED					
St. Xavier's College	1	1	1	1	3
Pres. Church College	11	5	9	9	23
Central Assembly College	13	1	6	6	13
Catholic Mission College	12	1	4	4	9
London Mission College	1	1	1	1	3
Total	38	9	22	21	52
UNAIDED					
St. Xavier's College	1	1	1	1	3
Berhampur College	11	1	5	5	11
Total	12	2	6	6	14
Ex students and teachers	17	2	2	2	6
Grand Total	215	37	74	99	210

The great majority of the candidates were as usual Hindus, who numbered 427 (inclusive of 25 Brahmists and 22 Theists and Deists); the Muhammadans numbered 22, and the Christians 13.

The list of successful candidates contains 170 Hindus (with 11 Brahmists and 8 Theists and Deists), 5 Muhammadans, 8 Christians, and 1 Parsi.

The languages taken up besides English were Sanskrit, Arabic, and Latin; Sanskrit by 437, Arabic by 18, and Latin by 8. From this it appears that some Muhammadans and Christians must have taken up Sanskrit as their second language instead of Arabic or Latin.

The failures were in English 230, or 50 per cent. of the candidates attending the examination; in philosophy 195, or 42 per cent.; in the second language 135, or 29 per cent.; in mathematics 127, or 27 per cent.; and in history 112, or 24 per cent.

The philosophy subjects, which all candidates have hitherto been required to take up, were logic and psychology. In future examinations an alternative is offered for the latter subject under the revised University regulations. An option will be allowed between psychology and the chemistry of the metalloids, and a considerable number of students now in their second year have given a preference to chemistry, and are preparing themselves in that subject instead of psychology. The first year students are still more largely electing in favour of chemistry, but they will only commence the subject when they enter on their second year's course in January 1874. The Principal of the Presidency College reports that in the coming session he expects his second year students will be almost unanimous in their choice of chemistry, and the tendency appears to be the same in all colleges.

It has been proposed to extend the system of options, so as to admit of a larger proportion of physical science subjects being taken up for the F.A. examination; and in order to clear the way for this I laid a proposal before the Syndicate for a further amendment of the regulations restricting the compulsory study of a classical language to the Entrance examination (in which it was suggested that a low test should be fixed for all candidates), so that English should be the only compulsory language subject for the F. A. examination, as it now is for the B.A. degree; but the Lieutenant-Governor did not altogether approve of this scheme, being reluctant to enforce the study of a classical language for the Entrance test, and the proposal was not pressed.

The 50 senior scholarships which are awarded annually on the results of the F.A. examination were this year distributed as shown below:—

	SCHOLARSHIPS	
	1st Grade Rs. 25 a month	2nd Grade Rs. 20 a month
Presidency College	10	18
Sanskrit College	0	1
Free Church College	0	3
General Assembly's College	0	1
St. Xavier's College	0	1
London Mission College.	0	1
Hooghly College	0	2
Dacca College	0	3
Krishnaghur College	0	2
Berhampur College	0	1
Patna College	0	6
Cuttack High School	0	1
Total	10	40

Under the new rules half the scholarship-holders of the second grade are required to take up the science course for the B.A. degree, or to join the Engineering classes or the Medical College.

The Dutt University scholarships for proficiency in languages and mathematics at the First Arts examination were awarded to Sris Chandra Mukhurji and Nil Kanta Sarkar of the Presidency College. The Gwalior medal was also gained by Sris Chandra Mukhurji.

The course for the final B.A. examination extends over the two years succeeding the F.A. examination. At the examination of January 1873 242 candidates presented themselves, against 232 in 1872; 126 passed, 109 failed, and seven were absent.

Bengal contributed 207 candidates. This is less by 14 than the number of the previous year; but the result of the examination was better, 110 having passed in 1873 against 95 in 1872. The successful candidates were placed, 12 in the 1st class, 51 in the 2nd, and 47 in the 3rd.

The distribution list is given below :—

	PASSED			
	Candidates			
	1st Class.	2nd Class.	3rd Class.	Total
GOVERNMENT—				
Presidency College	9	1		10
Sanskrit College	1	1		2
Rozzily College				
Dacca College				
Berhampur College				
Patna College				
ALDERS—				
Trinity Church College				
General Assembly College				
Catholic Mission College				
SAIDERS—				
Deccan College				
Ex-Students and total				

The subjects of examination were—(1) English, (2) a classical language (the languages this year taken up were Latin, Sanskrit, and Arabic), (3) history (History of India down to 1835, Greece to the death of Alexander, Rome to the death of Augustus, the Jews to the destruction of Jerusalem), (4) mathematics (Mechanics and Astronomy), (5) mental and moral philosophy (Hamilton's Metaphysics, Fleming's Moral Philosophy), and (6) one of the following—

- Mathematics (conic sections and optics).
- Elements of inorganic chemistry and of electricity.
- Elements of zoology and comparative physiology.
- Geology and physical geography.

The failures were in English 58, in the classical language 36, in history 7, in mathematics 40, in philosophy 61, and in the optional subjects 33.

In the examination of January 1875 the new regulations will come into force, which lay down two separate courses for the B.A. degree—an A, or literature course, which is a slight modification of the course now in force, and a B, or science course, which excludes all languages except English, and is otherwise confined to mathematics, physical geography, and certain alternative groups of subjects in the physical and natural sciences.

There is every probability that the science course will generally be preferred to the literature course in the Calcutta colleges, where adequate provision has been made for instruction in the science subjects; and there is reason to believe that the students in the non-residential colleges will shew the same preference as soon as sufficient teaching power and suitable appliances are secured for them.

Subsequently to the B.A. examination there is an examination for Honors in Arts, in which success entitles a candidate to the degree of Master of Arts.

Candidates are eligible to the Honor examination under the following regulation :—

Any candidate who passes the B.A. Examination within four academical years, from the date of his passing the Entrance Examination, may at the Honor Examination next ensuing, or at that of the following year, be examined for honors in one or more of the following branches :—

- Language
- History
- Mental and moral philosophy
 - Mathematics (pure and mixed).
 - Natural and physical science.

Any B.A. of longer standing may be admitted to the Honor examination, and on passing is entitled to the M.A. degree, but does not obtain honors.

There were 19 candidates for honors at the examination of January 1873, and 15 were successful, two being placed in the first class, five in the second, and eight in the third. Of the successful candidates, two obtained honors in natural and physical science, two in mathematics, one in philosophy, and five in English. Ten were pupils of the Presidency College, one came from the Hooghly College, three from the Free Church College, and one from the Delhi College.

For the ordinary M.A. degree there were 11 candidates, of whom 5 passed—1 in physical science from the Presidency College, 1 in philosophy from the General Assembly's College, 2 in English from the Presidency College, and 1 in English from Canning College, Lucknow.

The examination for a Studentship on the foundation of Prem Chand Ray Chand resulted in the election of Girija Bhushan Mukherji, M.A., of the Presidency College, who took up English, history, and philosophy. This studentship is open to M.A.'s of the Calcutta University. It is of the value of Rs. 2,000 per annum, and is tenable for five years.

In the course of last year the Lieutenant-Governor, being anxious to provide extended means for the teaching of the physical and natural sciences, in their relation especially to agriculture, moved the Secretary of State to select and send out to Bengal two science professors, who should be able to teach the following subjects of the University science course—physical geography, chemistry, general physiology, vegetable physiology, and botany.

This requisition has been complied with, and two gentlemen, Mr. Pedler and Dr. Watt, have been sent out,—one able to teach chemistry and to conduct analyses, the other trained in agricultural botany and vegetable and animal physiology. Both gentlemen have been placed in the third grade of the education service. Mr. Pedler has been appointed to the Presidency College and Dr. Watt to the Hooghly College. A considerable supply of chemical apparatus was procured by Mr. Pedler in England under the Secretary of State's orders, and this has now arrived in Calcutta and been placed at his disposal in the Presidency College laboratory.

Grants for similar appliances and for apparatus to illustrate lectures in physics have been sanctioned for other colleges, and their requirements are in course of being supplied.

The new building, sanctioned last year for the Presidency College at a cost of Rs. 3,00,000, is making rapid progress towards completion, and will be ready for occupation in the early part of the session of 1874. Besides providing extended accommodation for lectures, which will afford great relief to both professors and students, who have long been most uncomfortably overcrowded in narrow and ill-contrived class-rooms, the building contains well arranged chemical laboratories with proper fittings and apartments for experimental lectures in physics, as well as working rooms for the large department of civil engineering. It is believed that the improved mechanical arrangements thus provided will greatly promote the thorough and practical teaching of all the science subjects, and of the technical arts connected with them.

During the present year additional buildings have also been sanctioned for the Patna College to contain chemical laboratories and class-rooms for the experimental sciences. The cost will be defrayed out of the balance of the college building fund raised some years ago by subscriptions in the Patna Division.

In order to assist the aided and other private colleges in Calcutta which may not be able to supply the means of instruction in the experimental sciences, an arrangement has been made to allow their students to attend courses of lectures in these branches at the Presidency College at a reduced fee. This concession has been cordially welcomed, and will probably be taken advantage of largely, when the new building is completed, by the colleges that are conveniently situated in proximity to it.

Thus a good deal has been done in various ways to support the measures of the University for the extension of the science element in the educational scheme. It is hoped that a far advance has been made, and there is certainly much promise for the future. More teaching power, however, is still required, and in some branches, such as physical geography and natural history generally, there is a want of suitable books adapted to Indian experiences.

This latter point was pressed upon the University by the Senior Board of Examiners of last year. In presenting their report on the result of the B.A. Examination, they sent up the following resolution to the Syndicate:—

"That in the opinion of this meeting it is very desirable that elementary text-books treating of the natural sciences be prepared specially for teaching these subjects to Indian students. The text-books now available, though excellent of their kind, having been prepared for English boys, deal more especially with objects familiar or common in Europe, and have but few references to such as are most interesting and familiar to the Indian learner. This want is more particularly felt in teaching such subjects as zoology, geology, and physical geography.

"This meeting believes that were the want of elementary works adapted for local teaching brought prominently to notice in a report of the Syndicate, or in such other manner as the Syndicate may deem advisable, the attention of qualified persons would be drawn to the subject, and that works of the kind required would before long be forthcoming. The meeting is of opinion that the extension of physical science teaching in India would be greatly facilitated by such aid."

The Syndicate published this resolution in its last annual report, and expressed at the same time its full concurrence with the Board "in thinking it of the highest importance to the extension of physical science teaching in India that text-books in such subjects as zoology, geology, and physical geography, should be prepared, drawing their illustrations from subjects familiar to Indian students," and it further expressed a hope that this recognition of the want of a suitable series of scientific manuals might induce competent men to undertake their preparation.

The first fruits of this suggestion will shortly appear in a text-book on physical geography by Mr. H. F. Blanford, of the Presidency College, which is nearly ready for publication. This is a most timely work and it is said to be exceedingly well executed. The volume is already printed, and its appearance may be expected immediately.

SPECIAL INSTRUCTION.—The professional Faculties of Law, Medicine, and Civil Engineering, are represented in the University, and Degrees are granted in each of them. Law is taught in nine of the Government Colleges and High Schools; Medicine and Surgery in the Medical College, Calcutta; and Civil Engineering in a special department of the Presidency College.

The law classes mustered 425 pupils at the end of the year, against 566 at the same date in 1871-72. There was thus a loss of 141 law students. This is partly due to a change made in the University regulations in 1871, which had the effect of temporarily reducing the regular B.L. classes from three to two. From the opening of next session there will again be three regular classes at work, and the number of students may be expected to increase. But the falling off may probably be due in a greater degree to the present state of the legal profession, which has of late become somewhat overstocked, and no longer offers the attractions which filled the law classes a few years ago.

The total cost of the Law Department was Rs. 28,648, and the receipts from fees amounted to Rs. 11,282, leaving at the credit of Government a substantial balance of Rs. 12,634.

At the last examination there were 137 candidates for the degree of B.L., of whom three passed in the first class and 72 in the second, while 33 others having only attained the standard of marks for a license were passed as Licentiates. The following table shows the Colleges from which the candidates came, and the results of the examination:—

COLLEGES	Candidates	PASS			
		1st Class	2nd Class	L. L.	Total
Presidency College	99		49	25	74
Hoochly College	9		3	4	7
Kishinagurh College	14	2	8	2	12
Berhampur College	1		1		1
Patna College	7	1	5	1	7
Dacca College	4		4		4
Cuttack High School	1			1	1
Gowhatty High School	1		1		1
Canning College, Lucknow	1		1		1
Total	137	3	72	31	108

L. L. Examination.

For the License in Law there were 93 candidates, of whom 44 were successful, as shown below:—

Colleges.	Candidates.	Passed.
Presidency College	58	23
Hoochly College	9	4
Kishinagurh College	5	2
Berhampur College	7	4
Patna College	2	2
Dacca College	9	6
Queen's College, Benares	2	2
Canning College, Lucknow	1	1
Total	93	44

At the L. L. Examination of the preceding year, the number of candidates was 58. The large increase this year was no doubt occasioned by the announcement of the University that this would be the last examination for the License in Law. It has since been notified that one more examination will be held in January 1874.

In the English Department of the Calcutta Medical College, which is at present open to any student who has passed the University Entrance Examination, the roll number of students on the 30th March 1873 was 295, against 247 at the same date in 1872. The cost of this Department was Rs. 1,23,030, of which Rs. 1,05,116 was defrayed by State grants and Rs. 17,914 from fee receipts. The corresponding figures for the previous year were, State grants, Rs. 95,990, fee receipts, Rs. 16,150. The annual cost of each student to Government was Rs. 381 as calculated on the average number on the rolls monthly.

The course of study extends over five years. At the end of the first three years the students are eligible for admission to the University's first examination in Medicine and Surgery, and having passed this they are admitted, two years later, to the final examination for the License in Medicine and Surgery. For the first examination there were this year 78 candidates, of whom 31 passed, all in the 2nd division. At the final examination 52 candidates presented themselves, and 25 of these passed in the 2nd division.

The medical examiners for 1872, in sending up their report presented the following Resolution to the Syndicate:—

"The Board are of opinion that the First Examination in Arts should be substituted for the Entrance Examination as a qualification for admission to the Medical College."

This Resolution was referred to the Faculty of Medicine for their opinion, and the Faculty reported—

(1) That the First Examination in Arts should be substituted for the Entrance Examination as a qualification for admission to the First L. M. S. Examination

(2) That on the substitution of the First Examination in Arts for the Entrance Examination as a qualification for admission to the First L. M. S. Examination, every candidate for the Second M. B. Examination should (in addition to the present subjects) be examined in one of the following subjects to be selected by himself:—

Chemistry.

Botany.

Comparative Anatomy and Zoology.

Physiology (including Comparative Anatomy)

These proposals are still under the consideration of the Syndicate.

It has long been a subject of complaint with the Medical Professors that the attainments of the students who join the Medical College with no higher qualification than that of having passed the University Entrance Examination are for the most part too defective to enable them to prosecute their medical studies with advantage, and as long ago as 1868 I addressed the Principal of the Medical College on the subject, and suggested the substitution of the First Arts standard in place of the Entrance standard, as is now proposed. The College authorities were then of opinion that the change, though desirable in itself, would at that time be premature, as they feared it might have the effect of emptying the College class-rooms. There are no longer grounds for this apprehension, and the Professors are now unanimous and urgent in recommending the adoption of the measure.

Besides the English Department of the Medical College, there are two vernacular departments—the Bengali classes, containing 451 students at the end of the year, and the Hindustani classes, containing 101 students. The corresponding numbers in the previous year were, Bengali students 336, Hindustani students 118.

There has thus been a gain of 115 students in the Bengali classes, and a loss of 17 in the Hindustani classes.

The Bengali classes cost Rs. 29,241, of which Rs. 12,732 was defrayed from fee receipts and Rs. 16,509 from State funds.

The Hindustani classes cost Rs. 31,155, of which Rs. 31,028 came from Government.

The Hindustani students are all stipendiaries, and are in training for army purposes as Hospital Assistants. The number of these who passed their final examination this year was 29; only 10 passed in the previous year.

Of the Bengali students, 50 passed their final examination during the year in the grades of Vernacular Licentiate, and Native Apothecary. In the preceding year the corresponding number was 39.

During the last ten years the fee receipts in the English and Bengali Departments have increased to a remarkable extent—the English Department produced in 1863-64 Rs. 4,521, and the Bengali Department, then in its infancy, Rs. 341. In 1872-73 the fee receipts in the English Department were Rs. 17,887, and in the Bengali Department, Rs. 12,670; there has thus been an aggregate increase of fee income from Rs. 4,862 to Rs. 30,558.

The great and rapidly increasing influx of students, especially in the Bengali Department, has now made fresh arrangements necessary. The class-rooms had got to be overcrowded to an intolerable degree, and many students could neither hear nor see the lecturers, besides which no sufficient clinical instruction could possibly be given. The exigencies of the case were urgently represented by the College authorities, and in warmly supporting them

I suggested that relief might be obtained by opening branch schools at convenient centres in the Mofussil. In this state of things the Lieutenant-Governor, having carefully enquired into the matter, and consulted the head of the Medical Department, has lately decided on removing the Bengali classes from the Medical College and locating them at Sealdah in connection with the Pauper Hospital, maintained there by the Calcutta Municipality. The Justices have consented to make over the management of the Hospital entirely to Government, and have engaged to give an annual contribution of Rs. 30,000 for its support, on the understanding that 300 beds are maintained for patients. Dr. Woodford, the Professor of Medical Jurisprudence in the Medical College, who has been in charge of the Sealdah Hospital, is put at the head of the school now attached to it, and the Native Medical Teachers have been transferred there with their pupils.

The Lieutenant-Governor has also agreed to the establishment of Medical Schools at Dacca and Patna, but arrangements for these are not completed.

The Hindustani class will be transferred to Patna as soon as the new school can be established there.

The Engineering Department of the Presidency College has steadily increased in numbers for some years past. It contained 84 regular students in 1870, 103 in 1871, 116 in 1872, and 133 in 1873. A special class was added in June 1872 for candidates desirous of qualifying to pass the tests in Engineering and surveying prescribed for the Subordinate Executive Service; only five candidates, however, applied for admission in that month; in August there were eight other admissions and two more in September; but up to the end of October the class never contained more than 15 students. In November, when field-work began, there were 30 admissions, and there were five more in December and January. Under these circumstances the class was never in an efficient state. The standard to be reached was such as to require a regular course of instruction for at least six months, and little could be done with students entering at different times and in different stages of advancement. Attendance must in future be enforced from the commencement of the session.

There were two candidates for the degree of B. C. E., of whom one passed and one failed. For the License in Engineering there were 14 candidates, of whom seven passed.

The eight candidates thus passed are admissible to the grade of Assistant Engineer in the Public Works Department. Besides these, one student passed out of the College in the grade of Sub-Engineer and two others in the grade of Sub-Overseer.

Scholarships of Rs. 50 a month were awarded to five of the Licentiates, tenable for two years, during which time they will be attached to works in progress at the Presidency, in order to acquire some practical knowledge of their profession. Two others have been appointed to Surveying Teacherships in schools.

The fees received during the year amounted to Rs. 9,620 against Rs. 6,568 in 1871-72, and the expenditure was Rs. 39,346, against Rs. 30,416.

In the present session there has been a large influx of students, which has necessitated the appointment of two ex-students of the College to be assistant lecturers. It has also been necessary to make temporary provision for additional class-room accommodation. This at present occasions much inconvenience; but there will be ample space in the new building, and it is hoped that the classes will be transferred to it before the hot weather vacation.

The Government School of Art in Calcutta is steadily increasing in numbers, and within the limits of its work is thoroughly efficient. At the end of 1871-72, the attendance was 76. At the end of 1872-73, it was 94, and during this year no fewer than 460 students had received instruction in it for longer or shorter periods.

In March last, under the special orders of His Excellency the Viceroy, an Exhibition was held in Calcutta of specimens of the work executed in the several Art Schools established in different parts of India, in which the products of the Calcutta School were declared to possess very considerable merit. The Hon'ble Sir R. Temple was President of the Exhibition Committee, and the following passage from his address to the Viceroy on the closing of the Exhibition well describes the character of the School and the merits of its performances:—

"The Calcutta School is for fine art and design alone. It is of more limited scope than the other Schools, but within that scope it is excellent. Its display of drawing with light and shade, of lithography, and of wood engraving, is very good; a true sentiment for art pervades its designs. Its water-colours of snakes are excellent. The studies of heads by one of its pupils, Bagchi, show remarkable merit and originality, very creditable to Bengal and Bengalis. It has not much in the way of sculpture, or of modelling, or of decorative work in colour. It exhibits drawings of figures, some good, others defective. On the whole it is, within its scope, very efficient so far as we can judge, and redounds to the credit of its talented Principal, Mr. Locke, who works single-handed."

At the end of the year there were 26 Government Normal Schools in operation for the training of school-masters with an attendance of 1,319 pupils. The corresponding attendance in these Schools in the previous year was 1,417. Their cost to Government was Rs. 1,15,671 in 1872-73, against Rs. 1,19,356 in 1871-72. These reductions are said to have been occasioned by the budget

orders which made it necessary to cut down the number of stipendiary pupils in some of the Schools. The returns show that 127 Pandits, or higher vernacular teachers, and 318 gurus, or primary village school-masters, had obtained certificates of qualification from these Schools in the course of last year.

The whole of these Schools have been brought under review during the present year, and a new scheme has been sanctioned, which provides for the establishment of a separate Normal Training School for almost every district.

Under this scheme there will be:—

Nine first grade Normal Schools costing on an average about Rs. 7,100 per annum, including an allowance of Rs. 3,600 for stipends for pupils in training.

Twenty-two second grade Normal Schools, each costing Rs. 2,880 per annum, of which Rs. 1,440 is allowed for stipending pupils.

Fifteen third grade Normal Schools, each costing Rs. 1,980, of which Rs. 960 is for stipends.

At the first grade Normal Schools half the stipends are allotted to pupils in training as primary village school-masters, and half to pupils qualifying for masterships in middle class vernacular schools. At the second and third grade Normal Schools all the stipends are allotted to pupils in training for primary schools. Courses of instruction have also been laid down corresponding to the requirements of the different classes of schools. For primary school teachers the course is intended to occupy the pupils for a period of two to six months. The full course for the higher class of vernacular school teachers extends over three years, but the course laid down for the first two years will be held a sufficient qualification for many teacherships.

Besides the Government Normal Schools there are 17 Aided Schools for training masters and mistresses, for the most part under the management of the various Missionary bodies. These contained 1,986 pupils at the end of the year, and cost Government Rs. 15,993. The Missionary Schools are mostly employed in training primary village teachers amongst the different aboriginal races, such as Khasiyas, Kucharis, Kols, and Santhals; for this purpose they are most valuable, and could hardly be replaced by any other agency.

The returns of the two Muhammadan Madrasahs show a considerable aggregate increase in their attendance rolls, the number of students on the 31st March 1873, having stood at 177 against 114 at the same date in 1872; but the increase has been entirely in the Calcutta institution, where the students have risen from 72 to 153. In the Hooghly Madrasah the number had fallen from 32 to 24.

The increase at Calcutta is due to the withdrawal of the regulation passed on the recommendation of the Madrasah Committee which made the study of English obligatory on all the students from the commencement of the previous session. Throughout the year 1872 it became evident that the study of English was very distasteful to the students who resort to the Madrasah for the study of Muhammadan religion and law. A petition was presented to the Lieutenant-Governor, praying that it might cease to be obligatory. On this it was decided that the study of English should be made optional, and a similar option was subsequently extended to the study of Bengali. As soon as this decision was made known the classes again began to fill rapidly.

At the date of last report there were only eight students learning English and four learning Bengali.

Attached to the Madrasah proper, or Arabic College, at Calcutta, is a Higher Class English School, known as the Anglo-Persian Department, which educates up to the standard of the University Entrance Examination. This department contained 375 students at the end of the year, of whom 219 came from a distance and 156 belonged to Calcutta. The Officiating Principal reports that the department is working satisfactorily. "Hitherto," he remarks, "the strength of the upper classes has been below that of the corresponding classes in other Government Schools containing the same number of boys, and till this inequality disappears, the school cannot take rank with schools like the Hindu and Mares Schools. With a total number of 375 on the rolls there ought to be 40 boys in the first class. The present first class contains 23 boys, the second 29, and the third 65 boys. These figures shew an advance in the right direction when compared with those of former years, and in two or three years more the school ought to turn out as many successful candidates at the University Entrance Examination as any other schools of the same numerical strength."

MUHAMMADAN EDUCATION.—During the present year the whole question of State education in relation to the Muhammadans of Bengal has been carefully reviewed, and an attempt has been made to provide more fully for the special wants of this important section of the community. With this view it has been decided that the Mohsin Endowment Fund, amounting to Rs. 55,000 per annum, hitherto devoted to the maintenance conjointly of the English College and the Madrasah proper, or Arabic Department, at Hooghly, shall in future be appropriated exclusively to the promotion of Muhammadan education throughout the country, and particularly to the establishment of several new Madrasahs to be engrafted on to existing Colleges and High Schools at the centres of Muhammadan population. The

Government of India has in fartherance of this arrangement made an addition of Rs. 50,000 to the grant for education in Bengal in order to provide for the continued maintenance of the English College at Hooghly on its present footing; and the income of the endowment fund thus set free, together with the present grant of Rs. 38,000 for the Calcutta Madrasah, amounting in the aggregate to Rs. 93,000, has been re-appropriated in the following manner :—

Calcutta Madrasah	....	....	....	35,000
Hooghly Madrasah	....	....	....	7,000
A new Madrasah at Dacca	....	....	....	10,000
Ditto ditto at Chittagong	....	....	....	7,000
Ditto ditto at Rampur Bauleah	....	....	....	7,000
For the 9 zillah schools of Jessore, Rungpur, Patna, Faridpur, Bakerganj, Mymensing, Tipperah, Noakhali, and Sylhet, at the rate of Rs. 800 each, partly to pay the school fees of Muhammadan students, and partly to provide salaries for teachers of Arabic or Persian	....	....	....	7,200
For the Presidency College and other Colleges to which a Madrasah is attached, to meet the fees of Madrasah students attending such Colleges	....	....	....	8,000
For Mohsin scholarships for the encouragement of Muhammadan students who succeed in English studies and physical science, tenable the General or Special Colleges	....	....	....	11,800
Total	....	....	....	93,000

The arrangements thus sanctioned are not yet matured, but the new Madrasahs at Dacca and Rampur Bauleah are on the point of being opened, and the Chittagong Madrasah is expected to be established without much delay.

The establishment of the Calcutta Madrasah has been revised, but final arrangements cannot be made till a decision has been come to on the appointment of a Principal. The new 6th and 7th classes of the Arabic Department, which were opened in January 1873, did not work well and have now been abolished. This Department will in future consist of five classes as before, but the Branch School is to be converted into a preparatory school to educate boys before admission to the Arabic classes. There is to be an examination for such admission, and applicants are not to be admitted till they can read and write some language in the Persian character.

The changes to be made in the Hooghly Madrasah are still under consideration.

A classified return of the Education Department, including 302,533 pupils under instruction, shews that nearly 20 per cent. of this number are Muhammadans :—

Hindus	..	..	..	229,469
Muhammadans	..	..	..	59,309
Christians	..	..	..	6,844
Others	..	..	..	6,911
				302,533

There are 47 Muhammadans in the general colleges, 43 in special colleges, and 177 in Arabic Madrasahs. The rest are in schools of different classes distributed amongst the several divisions as follows :—

			Muhammadans	Hindus
Rajshahi Division	....	...	21,751	28,122
Presidency "	....	...	14,679	61,996
Dacca "	....	...	11,303	34,919
Chittagong "	...	...	3,810	7,176
Burdwan "	....	...	2,062	48,303
Cooch Behar "	....	...	1,332	2,631
Patna "	....	...	1,135	4,613
Assam "	....	...	843	8,741
Calcutta	....	...	572	9,889
Chota Nagpur Division	....	...	544	10,945
Orissa "	....	...	512	8,453
Bhagulpur "	....	...	499	1,684
Total	....	....	59,042	227,772

From these figures it results that the Muhammadans are 4 per cent. of the students in the general colleges, $5\frac{1}{2}$ per cent. in the special colleges, and over $19\frac{1}{2}$ per cent. in schools of all classes.

The returns do not shew the distribution of the Muhammadans amongst the different classes of schools, but everywhere, except to some extent in Behar, the upper castes of the Hindus form the mass of the pupils in the higher and middle schools. This ceases to be the case in the lower or primary schools, which attract in considerable numbers the Muhammadan cultivating classes.

The pupils under instruction, but not included in the classified list, number 102,399 as shown by the general attendance return. These belong, for the most part, to the new pathshalas or other primary schools of the lower class, and it may fairly be assumed at least 20 per cent. of them are Muhammadans.

On this calculation about 20,500 Muhammadans may be added to the list, and we shall have on the whole about 80,000 Muhammadans receiving school instruction; but the vast majority of them are in schools of the lowest educational standard.

There are no statistics available to shew generally the relative number of Hindus and Muhammadans occupying corresponding positions in the social scale, but certain income tax returns appear to prove that even in districts where the Muhammadan population exceeds the Hindu population as in Jessore,* the well-to-do Hindus are more than ten times as numerous as the well-to-do Muhammadans. If this state of things is general in the Bengal districts, it accounts in some measure for the poor appearance made by Muhammadans in schools of the higher standards.

* Population of Jessore—	
Muhammadans	1,161,936
Hindus	915,413

GRANT-IN-AID RULES.—The grant-in-aid rules have been revised and settled during the present year. The whole sum assigned for grants under these rules, amounting to Rs. 5,20,100, has now been distributed amongst the several districts with reference partly to their population and partly to the amounts of the grants-in-aid at present allotted in them to schools already in operation.

The allotment of the district grant is placed in the hands of the District Committee of Public Instruction, subject to the approval and confirmation of Government through the Director of Public Instruction. The grants will not exceed for colleges one-third, and for higher schools one-half of the income guaranteed from private sources. For middle schools, in which the expenditure is more than Rs. 30 a month, the grants will not in general exceed two-thirds of the guaranteed private income, but an exception is allowed in the case of certain backward districts in which the grants may be equal to the income so guaranteed.

For lower schools, as well as Girls' schools, and Normal and other special schools, the grants are not to exceed the full amount of the guaranteed local income.

These rates are maximum rates, and the maximum grant allowable is not to be sanctioned anywhere as a matter of course, and will only be given in very exceptional cases in some of the most advanced districts. Grants are to be ordinarily made for periods of five years, and it is expected that in case of renewal at the expiration of 5 years the amount of the grant will generally be reduced so as to set free funds for aiding new schools, even if the district allotment should remain stationary.

It is also provided that in certain backward districts grants may be allotted under special regulations depending on the attainments of the school-masters, or of their pupils, or in the shape of a capitation allowance for regular attendance.

These rules, as now revised, have not been long in operation, but they seem to be working satisfactorily though some changes of detail may perhaps be required in regard to the arrangements for checking the school bills and passing them for payment. In other respects they have in general been favorably received, but much complaint is made by some of the advanced districts regarding the smallness of their allotments, which makes it impossible for them to give assistance to many new and deserving schools that apply to them for grants.

FEMALE EDUCATION.—There is nothing new to report regarding the condition of female education. It is probable that some progress is being made, however slow, but the returns show a falling off in the number of schools and pupils receiving assistance from the State and beyond these statistics are wanting.

At the end of 1871-72 the number of girls' schools receiving State grants was 299, with muster-rolls containing 8,158 pupils. The corresponding numbers at the end of 1872-73 were 233 schools and 7,025 pupils; showing a reduction of 66 schools and 1,133 pupils. The State expenditure on girls' schools has also fallen from Rs. 70,641 to Rs. 63,507, and the total expenditure from Rs. 1,74,101 to Rs. 1,64,659.

The Bethune School has been withdrawn from the direct control of the Inspector of Schools, Presidency Circle, and has been placed in the hands of a Special Committee appointed by Government. In other respects it seems to be much in the same state as heretofore, but the Committee has submitted no report, and it does not appear what changes (if any) have been introduced by the new managers. It contained 85 girls at the end of the year, and its cost for the year to Government was Rs. 7,658.

GYMNASTICS—In pursuance of the Lieutenant-Governor's desire to encourage our school boys to develop their physical powers, grants for the teaching of gymnastics have been sanctioned for five colleges and six schools, including the Calcutta Madrasah, and gymnasia have been opened in these institutions with much success. Bengali school-boys generally show much aptitude in the exercises they are taught, and enter into them with considerable spirit. The same cannot be said of the Beharis, for the Principal of the Patna College reports that none of his students, who are natives of Behar districts, will join the gymnastic classes. With strange prejudice they regard the exercises as derogatory to their position as gentlemen, and stand aloof from them, though the Bengalis there as elsewhere have taken to them with alacrity.

GENERAL STATISTICS.—The following tables give the general statistics of the Education Department for the year ending the 31st March 1873.

W. S. ATKINSON,
Director of Public Instruction

Return of attendance in Colleges and Schools for general instruction, as on 31st March in the years 1872 and 1873.

COLLEGES AND SCHOOLS FOR GENERAL INSTRUCTION		Number of Colleges and Schools on 31st March		Number of Pupils on 31st March	
		1872	1873	1872	1873
<i>Colleges and Schools receiving State Grants</i>					
SUPERIOR INSTRUCTION—					
Colleges affiliated to the University in Arts					
Government Colleges	9	10	930	894	
Private Colleges aided	5	5	37	307	
	14	15	1,287	1,160	
SECONDARY INSTRUCTION—					
Higher Class English Schools—					
Government Schools	72	77	10,284	10,073	
Private Schools aided	78	78	11	7,890	
	150	155	18,944	18,862	
Middle Class English Schools—					
Government Schools	9	4	902	487	
Private Schools aided	477	428	23,192	21,011	
	486	432	24,094	22,039	
Middle Class Vernacular Schools—					
Government Schools	213	194	11,740	11,020	
Private Schools aided	763	748	37,962	33,187	
	976	942	45,702	43,507	
PRIMARY INSTRUCTION					
Lower Class Vernacular Schools—					
Government Schools	20	20	798	896	
Private Schools aided	618	520	18,777	17,200	
Pathshalas, aided	1,813	9,075	45,916	197,117	
	2,451	9,630	64,779	215,411	
INSTRUCTION FOR FEMALES					
Government Schools	2	1	118	85	
Private Schools aided (including zenana schools)	297	244	8,040	7,190	
	299	245	8,158	7,275	
Total of Colleges and Schools for general instruction receiving State Grants	4,350	10,405	162,714	309,256	
<i>Colleges and Schools receiving no aid from the State</i>					
SUPERIOR INSTRUCTION—					
Colleges affiliated to the University in Arts					
	2		38		
SECONDARY INSTRUCTION					
Higher Class English Schools	47	44	11,020	11,779	
Middle Class { English School	106	{ 96	9,027	{ 5,599	
{ Vernacular Schools					{ 97	{ 3,834
Lower Class Vernacular Schools	10,618	8,630	147,887	60,506	
INSTRUCTION FOR FEMALES—					
Girls' schools	45	30	1,360	933	
Total of Colleges and Schools for general instruction, receiving no aid from the State	10,905	8,807	169,939	91,749	
Grand total of Colleges and Schools for general instruction	15,255	19,212	332,653	401,005	

Return of attendance in Colleges and Schools for special instruction, as on 31st March in the years 1872 and 1873.

COLLEGES AND SCHOOLS FOR SPECIAL INSTRUCTION.	Number of Colleges and Schools on 31st March.		Number of Pupils on 31st March.	
	1872.	1873.	1872.	1873.
SPECIAL INSTRUCTION—				
Law Departments, affiliated to the University	8	9	566	425
Medical College, English Department, affiliated to the University	1	1	247	295
Engineering Department, affiliated to the University	1	1	116	135
Civil Service Department ... ..	.....	2	....	117
Madrasahs	2	2	114	177
Medical College, Bengali Department	1	1	336	451
Medical College, Hindustani Department	1	1	118	101
School of Art	1	1	76	94
Normal Schools for masters—				
Government Normal Schools	26	26	1,417	1,319
Guru training classes (temporary) ... ..	.....	7	.....	145
Aided Normal Schools	15	13	430	606
Normal Schools for mistresses ... ..		....		.....
Aided Normal Schools		4		61
Total of Colleges and Schools for special instruction	56	68	3,426	5,026
Grand total of Colleges and Schools for general and special instruction	15,320	14,370	3,36,079	4,01,031

Abstract of the distribution of Expenditure for the year 1872-73.

SOURCE OF CHARGE.	EXPENDITURE.				
	From State grants.	FROM LOCAL FUNDS.			Total of State grants and local funds.
	Fees and fines.	Other local sources.	Total.		
<i>General Instruction.</i>					
SUPERIOR INSTRUCTION—	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges affiliated to the University in Arts—					
Government Colleges	1,70,834	66,871	46,904	1,13,865	2,90,699
Private Colleges, aided	22,465	16,958	66,906	83,864	1,06,729
	1,99,699	83,829	1,13,900	1,97,729	3,97,428
Scholarships held in Colleges—					
Senior	22,395	108	....	108	22,503
Junior	40,830	236	.....	236	41,066
Endowed ... ..	....	.....	5,710	5,710	5,710
	2,62,924	84,173	1,19,610	2,03,783	4,66,707
SECONDARY INSTRUCTION—					
Higher Class English Schools—					
Government Schools	1,06,269	2,17,074	17,204	2,34,278	4,30,547
Private Schools, aided	51,971	74,679	63,250	1,37,959	1,89,930
Middle Class English Schools—					
Government Schools	3,789	8,722	53	8,775	12,564
Private Schools, aided	1,35,429	87,779	1,53,185	2,40,964	3,76,393
Middle Class Vernacular Schools—					
Government Schools	56,622	20,727	2,595	32,322	88,944
Private Schools, aided	1,05,967	86,376	86,047	1,52,423	2,58,390
	5,50,047	4,84,357	3,22,364	8,00,721	13,56,768

SOURCE OF CHARGE.	EXPENDITURE.				
	From State grants.	FROM LOCAL FUNDS.			Total of State grants and local funds.
		Fees and fines.	Other local sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.
PRIMARY INSTRUCTION—					
Lower Class Vernacular Schools—					
Government Schools	5,408	307	1,970	2,367	7,835
Private Schools, aided	33,002	14,394	23,985	38,379	72,341
Patshalas, aided	1,54,802	85,267	27,576	1,12,843	2,67,705
	1,94,292	1,00,058	53,531	1,53,589	3,47,881
INSTRUCTION FOR FEMALES—					
Government Schools	7,658	1,372	390	1,771	9,420
Private Schools, aided	56,263	13,239	86,361	99,600	1,55,963
	63,921	14,611	86,750	1,01,371	1,65,292
Total of General Instruction ..	11,26,116	6,83,199	5,82,284	12,65,483	23,91,599
<i>Special Instruction.</i>					
Law Departments affiliated to the University .. .. .	..	*28,640	.....	28,640	*28,640
Medical College, English Department, affiliated to the University ..	1,05,116	17,914	.....	17,914	1,23,030
Scholarships in do. .. .. .	.....	.....	1,034	1,034	1,034
Engineering Department, affiliated to the University	29,726	9,620	.....	9,620	39,346
Scholarships in do.	4,071	.....	233	233	4,304
Civil Service Departments	4,228	4,780	.....	4,780	9,008
Madrasahs	12,454	479	4,938	5,417	17,871
Medical College, Bengali Department	16,509	12,732	.....	12,732	29,241
Medical College, Hindustani Department	31,028	127	..	127	31,155
School of Art	18,800	733	.....	733	19,533
Normal Schools for Masters—					
Government Normal Schools	1,15,791	5,121	62	5,183	1,20,844
Government Guru training classes (temporary)	607	.....	..	..	607
Aided Normal Schools	9,807	.....	14,821	14,821	24,628
Normal Schools for Mistresses—					
Aided Normal Schools	6,186	1,743	7,943	9,686	15,872
Total of Special Instruction ..	3,54,233	81,898	20,031	1,40,929	4,65,162
<i>Miscellaneous.</i>					
School Book and Vernacular Literature Society	8,070	..	.....	.....	8,070
Education Gazette	3,600	.....	.....	..	3,600
Encouragement of useful publications	555	..	..	..	555
Allowances for Examiners	2,242	2,073	..	2,073	4,315
Periodicals for Bihar	1,080	..	.....	.....	1,080
Book Mohurris	228	..	.....	.....	228
Charges for schools abolished during the year	12,376	..	..	.....	12,376
Charges for petty construction and repairs	1,169	.....	.....	..	1,169
Grants-in-aid for buildings	3,233	.....	..	.....	3,233
Charges incurred in the D. P. W. on Government buildings ..	3,13,523	..	11,193	11,193	3,24,716
Sundries	3,305	.....	..	.....	3,305
Total of Miscellaneous ..	3,40,381	2,073	11,193	13,266	3,62,647
<i>Superintendence.</i>					
Direction	52,636	.....	.....	.....	52,636
Inspection	2,64,917	.....	..	.....	2,64,917
Total of Superintendence ..	3,17,553	.....	.....	.....	3,17,553
Grand Total ..	21,47,283	7,07,170	6,22,508	13,89,078	35,36,961
Scholarships held in Schools—					
Minor	9,616	.....	.....	.....	9,616
Vernacular	45,303	.....	.....	.....	45,308
Primary	8	.....	.....	.....	8
Endowed .. .. .	.....	.....	19	19	19
	5,04,979	4,84,357	3,22,383	8,06,740	14,11,719

* Law fees produced a surplus of Rs. 12,634.

Table of Social Position of Pupils in the Colleges for general and special instruction, and in the Government School of Art

COLLEGES	Number of institutions	Number of pupils on the rolls on the 1st March 1871	HINDUS				MULAHMADANS				CHRISTIANS				OTHERS				TOTAL					
			Upper classes	Middle classes	Lower classes	Parentage not known	Total	Upper classes	Middle classes	Lower classes	Parentage not known	Total	Upper classes	Middle classes	Lower classes	Parentage not known	Total	Upper classes	Middle classes	Lower classes	Parentage not known	Total		
General	Government colleges	10	858	62	745	0	1	897	1	58	5	44	7	44	7	3	8	11	1	11	282	2	10	388
	Aided colleges	5	315	7	271	2	1	284	3	3	—	3	3	3	3	3	3	11	1	11	282	2	10	388
	Law classes in Government colleges	8	435	78	211	3	2	514	5	32	1	58	2	1	1	2	1	5	2	2	85	4	2	425
Special	Engineering Department Presidency College	1	155	2	126			155			1	1	1	4				4		2	1	1		135
	Medical College	4	155																					
	Government Madrasahs	2	155																					
	Civil Service Departments	2	155																					
	School of Art	1	84	1	51	6		84			2	2	4	2				2	1	1	83	8		94
Total		33	2082	140	1534	20	13	1607	6	248	14	268	26	268	5	22	2	268	1	182	34	13		1894

Table of social position of Pupils in the Schools in the Lower Provinces of Bengal for the year 1872-73

Commissionership	HINDUS					CHRISTIANS					OTHERS					TOTAL				
	Upper classes		Middle classes		Lower classes	Upper classes		Middle classes		Lower classes	Upper classes		Middle classes		Lower classes	Upper classes		Middle classes		Lower classes
	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873	Total	Number of pupils in the school in 1873
Burdwan Division	8,682	93,551	6	5	2,536	18	11	6	152	3	41	51	22,831	2,484	51	50,702				
Presidency Division	2,235	77,774	2	2	617	54	15	122	438	10	18	63	1167	41,680	10,824	77,774				
Calcutta	26	194	530	8110	88	2	6	4	147	1	348	1	36	117	1	1,011				
Rajshahi Division	2,041	26,611	113	10,174	18,168	84	44	27	18,687	21	14	2	1	371	2	50,215				
Kuoff Behar	174	8	21	733	762	31	7	4	1,61	18	6	1	1	355	4	4,467				
Dacca	176	622	9	17	1,442	17	10	17	9,478	1	5	1	1	2071	17	46,538				
Chittagong	300	13,291	40	3,342	9,744	217	1	288	3	13	2	1	1	729	11	524				
Jaylita and Khalsi Hills	56	1,110	6	6	1,122	6	6	1	1	1	1	1	1	874	1	1,050				
Patna Division	1,920	8,807	135	2,043	1,802	22	4	11	7	1	2	2	24	2,356	87	5,582				
Biharulpur	646	13,021	52	927	1,440	4	3	23	273	4	5	63	1,067	2,946	531	10,299				
Orissa	872	1,200	1,071	1,071	1,071	84	2	217	2	10	1	1	18,095	13	15,704					
Chota Nagpur	571	1,071	26	1,071	1,071	4	3	4	4	4	4	4	4	4	4	4				
Assam	354	10,285	1	1,221	7	4	3	4	4	4	4	4	4	4	4	4				
TOTAL	14,835	401,908	1,934	80,526	125,026	1,023	227,772	182	8,844	4,772	41	424	7,470	964	6,948	1,967	101,515	164,528	12,280	800,589

APPENDIX A.

INSPECTORS' REPORTS.

FROM THE REPORT OF MR. C. A. MARTIN, LL.D., INSPECTOR OF SCHOOLS, ASAM CIRCLE.

DURING the year under report considerable alterations have been made in the extent of most of the Inspectors' circles. The following are the changes made in the circle under my supervision :—The districts of Rangpur, Dinajpur, and Bogra, and the sub-division of Serajganj, have been made over to the Inspector of Schools, Rajshahi Circle; and the Asám Circle now contains the administration divisions of Kuch Behar and Asám (minus the Khasi Hills, which, as a temporary measure, have been left in the hands of the Eastern Bengal Circle Inspector). The object of the redistribution was to bring educational officers into closer connection with administrative officers by making their circles as nearly as was conveniently possible co-extensive with Commissioners' divisions. My circle, formerly called the North-East Division, is now called the Asám Circle.

3. The area and population of the districts and sub-divisions which have gone over to the Rajshahi Circle Inspector are herein shown :—

Districts.					Area in square miles	Population
Rangpur	...	...	..	...	3,476	2,149,972
Dinajpur	...	...	..	...	4,126	1,501,924
Bogra	..	..	..	...	1,501	689,467
Serajganj (sub-division)	...	...	...	...	1,031	656,575
Total					10,134	4,997,938

The area and population of the districts which now compose the Asám Circle are as follows :—

Districts.					Area	Population.
Darjiling	...	...	..	...	1,234	94,712
Jalpaiguri	..	...	...	...	2,996	418,665
Kuch Behar	...	...	...	...	1,307	532,565
Goalpara	...	...	...	...	4,433	441,761
Garo Hills	...	...	..	...	3,390	80,000
Kamrup	...	...	..	...	3,631	561,681
Dorang	...	...	...	...	3,413	236,909
Nowgong	...	...	..	...	3,618	256,390
Sibsagar	...	...	...	...	2,413	296,589
Lakhimpur	...	...	...	...	3,145*	121,267
Total					29,520	3,042,639

It will thus be seen that of the districts which have been made over to the Rajshahi Inspector, the area is more than one-fourth, and the population considerably more than one-half, of the old North-East Division.

4. I have also by these recent arrangements lost the majority of schools which were under me at the close of the year 1871-1872. This, I think, is hardly to be regretted, since it gives the Inspector much more time to look after the very backward districts which now constitute the Asám Circle, and which were before likely to be neglected, though, in consequence of their backward nature, they had a greater call to his attention. Besides the circle now is decidedly less unwieldy than it had been, though even now, in consequence of its great length, it is not very easy to look after it. I find that the length (from Sadiya to Darjiling) is close upon 500 miles as the crow flies, while the average breadth is about 60 miles only.

5. But the most important changes which have been effected during the year are those which relate to the control and management of the schools.

* Excluding 8,348 square miles of waste or uninhabited country.

Reports of Inspectors of Schools.

6. District school committees have been appointed whose business it is to control and regulate all affairs relating to schools in their respective districts, and apportion out, as they think best, the sums of money allowed by Government for the different classes of schools. The Inspector exercises a general supervision over the whole educational proceedings in the districts of his circle; is apprised of the business transactions of the committees on the occasions of their meetings; is generally consulted in questions of difficulty or importance; and acts as agent to Government in seeing that its monies are spent for the purposes for which they are given. The Deputy and Sub-Inspectors of Schools are now placed under the orders of the Magistrates, though they are still, as formerly, under the Inspectors, to whom they are responsible, and who can call them to account in cases of neglect of duty, misconduct, and what not. They have been authorized to countersign certain school-bills, rendering bi-monthly returns to the Inspector for final check and audit. They are constantly going about their respective districts, and when the Inspector is on tour, they generally accompany him, showing him the position of schools, and giving him all necessary information to enable him to economize his time, and to go about his circle with the greatest expedition possible.

My present staff of Deputy and Sub-Inspectors is shown below, with their names, respective salaries, work done during the year, miles travelled, and other information of interest.

Dates of appointment	NAMES	Present situation	Salary actually drawn	Travelling & all grance actually drawn	Number of schools under inspection	Number of visits to schools during the year	Miles travelled during the year	REMARKS	Number of pupils started during the year
Second Grade			Rs A P	Rs A P					
17th Mar 1866	Babu Sasibhusan Datta	Deputy Inspector of Schools, Kamrup	1,800 0 0	430 8 0	115	167	1,558		2
Third Grade									
25th Aug 1868	Babu Hari Mohan Laluni	Ditto, Nowgong	1,200 0 0	574 4 0	72 70 122	169	2,129	Had charge of Doring	8
13th Sept. 1868	Babu Ratnadhar Datta	Ditto, Subsagar	1,200 0 0	470 8 0	68	108	1,694	Had charge of Lakhimpur	34
Fourth Grade									
16th July 1868	Babu Bisweswar Sen	Ditto, Jaipurguri	75 0 0	342 8 0		90	1,330	Transferred to Rangpur district	
4th Sept 1872	Babu Ram Chandra Bhattacharya	Sub-Inspector Jaipurguri	525 0 0	305 0 0	61	62	1,188	Succeeded Babu Bisweswar who was transferred to the Rangpur district	0
7th Dec 1872	Babu Giris Chandra Datta	Officiating Deputy Inspector of Schools Goalpara	152 4 0	170 1 0	83	82	884		60

I think it will be acknowledged that my subordinate inspecting officers have done good work during the year. Babu Ratnadhar Datta would at first sight appear to have been least active, but the districts of Subsagar and Lakhimpur present peculiar difficulties to the traveller. These gentlemen constituted the entire inspecting agency under me at the close of the year under report.

7. A Deputy Inspector has only recently been sanctioned for the district of Goalpara on Rs. 75 a month, but no one has yet been gazetted for the post.* The duties are being carried on by Babu Giris Chandra Datta, who has been temporarily appointed by the Deputy Commissioner. When I was in Calcutta in December last, I pointed out to His Honor the Lieutenant-Governor the great lack of inspecting agency in this circle. I expressed a wish to have a Sub-Inspector appointed to each of the valley districts of Asám, and His Honor was pleased to say that my suggestion was deserving of consideration. On my getting to Asám, not wishing to let the matter drop after the encouragement I had received, I spoke of it to the Commissioner, Colonel Hopkinson, and urged him to bring our great need for additional Inspectors again before the notice of Government. I am happy to say that our applications were successful, and five Sub-Inspectorships on Rs. 50 each were

* The appointment of an incumbent appeared in the *Calcutta Gazette* dated June 11th.

Asam Circle.

sanctioned—one for each of the districts of Lakhimpur, Sibsagar, Nowgong, Dorang, and Kamrup. My intention was that four of these men should act as helps to those Deputy Inspectors who had charge of two districts (the remaining one being reserved for the large and important district of Kamrup), but it appears that the Deputy Commissioners of Lakhimpur and Sibsagar, Nowgong and Dorang, would prefer not having any man in common. They are unanimous in preferring one Deputy Inspector all to themselves, to having a Sub-Inspector and a fraction of a Deputy Inspector. On ascertaining that such were their wishes, I at once addressed a letter to Colonel Hopkinson, requesting that Government might be moved to make a change under the circumstances. The change desired was that for four of the Sub-Inspectors on Rs. 50 each, two Deputy Inspectors be substituted on Rs. 75 each, one for Lakhimpur and the other for Dorang; and that the labours of Babus Ratnadhara Datta and Hari Mohan Lahiri be confined to Sibsagar and Nowgong respectively. The advantage to be gained

N. B.—The Deputy Commissioner of Lakhimpur asked for a Deputy Inspector on Rs. 100.

would be the avoidance of the possibility of the Deputy Commissioners clashing, in consequence of each wanting the common Deputy Inspector at the same time; besides there would result a saving to Government. The Commissioner, however, thought it better to let the sanctioned arrangement have a fair trial before referring to Government again on the matter.

8. I have had occasion to travel about with each of the Asam Deputy Inspectors, and have been enabled to form an opinion of their mode of conducting their inspections. They adopt pretty much the same plan. At first they begin with the literature of the head class, and select some passage at random from the portion of their text-books which the boys have previously read. The lads are then told to read, and to explain in their own words the meaning of the passage; in the cases of uncommon words and phrases, they are called upon to explain them particularly, so as to show that they have understood them; when they fail the pundit is referred to, and by this means he is himself examined. In history, general questions are asked on the portions studied. In geography, a general outline knowledge is required, and a critical knowledge of the chief towns, rivers, mountains, &c., is tested, more especially by reference to maps, where there are such things. In Asam I require the geography of the province to be paid particular attention to. In arithmetic (written) questions are given such as are not to be found in the same words and form in the text-books; then boys are further examined in mental arithmetic. Dictation is also given to ascertain as well the spelling qualifications as the progress in handwriting. Simple questions on mensuration too are set. The Deputy Inspectors occupy from two to four hours usually with a middle class school, which in Asam seldom consists of more than 30 or 40 boys; and in the case of higher schools two or three days may be so spent. They, as a rule, examine all the classes excepting perhaps the very lowest, where the boys know little more than their alphabet. They also look into the school accounts, the registers of attendance of both teachers and students, &c. When it is found necessary to reprove a master, I have directed that such should be done apart, as if the boys heard the censure, it might give rise to a feeling of want of confidence in their teacher which might materially affect discipline, and even prove the ruin of the school.

The total number of visits paid by me to schools during nine months of the year (for which time I was Officiating Inspector) was 71.

At the beginning much of my time was taken up in replying to letters from your office which, in consequence of my predecessor's ill-health, had been left unanswered. I had also the task imposed on me of writing the annual report for the year 1871-72, and of preparing all the new statistics which were then called for, but which had not been submitted by the Deputy Inspectors with their reports. Again I was called down to Calcutta suddenly on the occasion of the death of my brother; and lastly there was the moving of my office from Rangpur to Gowhatty. All these took up a great deal of my time which otherwise would have been spent in inspections. I have visited all the districts in the Asam valley, not so critically as I should have wished; but I saw that if I stayed too long in any one district, I should not be able to go to some of the others; and I was particularly anxious to make the acquaintance of the different Magistrates, with whom so much of my work is now connected. Though my knowledge of any one district is thus not by any means as great as I should like, still I do not regret having paid such short visits to them; since I have thus come to know more or less the Magistrates (of Asam), and have got on better working terms with them than I could have hoped for had I never known them personally.

GENERAL REMARKS ON THE STATE OF EDUCATION IN THE ASAM CIRCLE.

9. This circle is far behind any of the others in point of education. In fact I doubt if there is any one district in Bengal which could not shew a greater number of higher and middle class schools than the most advanced district under my charge. Middle class aided schools are rare sights (except in sadr stations), and such as do exist are only just able to keep their heads above water; and during the year I have been obliged to recommend the

Reports of Inspectors of Schools.

cancelment of two of the 19 grants given to schools in Asám at the close of the year 1871-72. I account for this dearth of higher education, as far as Asám is concerned at least, by the fact that there are no zamindars in the province. The truth is that the grant-in-aid system is a failure in Asám, and must continue to be so unless much more liberal rules are devised for the province than those for Bengal. We have to depend almost entirely upon fees and fines to make up the sum required from local sources. Thus the fees have to be inordinately large, and the result is that either the school fails entirely or the Government grant has to be reduced, and as a consequence masters got very small salaries, and these being irregularly paid, only very second-rate men of their class can be procured. I trust that when the new grant-in-aid rules are issued, some allowance will be made for the lack of really wealthy men in Asám.*

The Deputy Inspector of Kamrup very truly writes:—"Asám has neither a landed or even a monied aristocracy, and all the expectations of the people are centred in the Government." When I was down at Jorehat (about as wealthy a place as there is in Asám) a short time ago, I called a meeting of the villagers, and they were clamorous for either a middle or higher class English school. I told them that, considering Jorehat is only 35 miles or so from the sadar station of Sibsagar, I did not think that they would have any chance of getting a higher class school; but that if they were willing to subscribe liberally themselves, I thought it likely that the District Committee would answer their calls, and perhaps give a sum equivalent to what they would guarantee from local sources. They all said that they did not want an aided school, but one supported entirely by Government. The fact is that they are willing to take anything that is given to them, but they will not pay money for education, the fruits of which are not immediately visible. There had been a middle class English school at this place, Jorehat, at one time, but it fell to the ground on account of the failure of subscriptions. When I was there, there was a private (unaided) pathshala attended by upwards of 70 boys, and the fees of the different classes were from one to three annas. The spokesman of these villagers, I have no doubt, thought he was doing an immensity for his country by sending his son to the school and paying three annas a month for his tuition; in fact, from his manner I thought he expected me to praise his great disinterestedness and liberality. Before leaving the place, however, I got a verbal promise that they would make up Rs. 30-7-0 a month. I said I thought the same might be got from Government when the new rules were issued, and that possibly a special extra grant might be given for the entertainment of a Maulavi; this I said seeing that most of the deputation were Mussulmans.

10. *Government Higher Class Schools.*—The working of these schools has without exception been unsatisfactory. In the Asám division of my circle, where there are five Government higher class schools,† only three were successful at the Entrance examination, one boy passing from Gowhatti, Tezpur, and Sibsagar respectively.

I addressed you on the subject of the want of success of these schools (in my No. 1257, dated October 17, 1872,) and I proposed a scheme for each school which I thought might have the effect of improving them. I saw that the pay of the junior masterships was far too small to attract (especially in these very out-of-the-way parts) men of any real worth.

The pay of the head-mastership was Rs. 150 a month, while that of the second master was only Rs. 50, and that of the other junior masters less. My wish was, when opportunity should offer, to remodel the scale of payments for the different teacherships so as to be able to offer larger pay to the junior masters. Thus I proposed some such scheme as the following,‡ which should take effect when the head-master could be removed elsewhere:—

PRESENT.			PROPOSED		
Establishment		Cost	Establishment.		Cost.
		Rs. As. P.			Rs. As. P.
Headmaster	.. ..	150 0 0	Headmaster (a new man) ..	..	100 0 0
2nd "	.. ..	50 0 0	2nd " (a new man) ..	..	75 0 0
3rd "	.. ..	30 0 0	3rd " (present 2nd master)	..	50 0 0
4th "	.. ..	15 0 0	4th " (present 3rd master)	..	30 0 0
Pandit	.. ..	25 0 0	Pandit .. ..	..	25 0 0
Extras	.. ..	30 0 0	Extras .. ..	..	20 0 0
Total	..	300 0 0	Total	..	300 0 0

* Since writing the above the new rules have come out, and I observe that considerable allowance has been made, but still I think that for real success they would be well to be still more liberal. In Bengal the money subscribed from local sources is chiefly made up by zamindars, but here in Asám Government is the only zamindar, and thus the schools cannot be expected to stand on a money footing with those in Bengal, unless Government as the zamindar subscribe to the local funds in addition to, as Government, giving grants-in-aid.

† I reckon the Tezpur school as such, since it teaches up to the Entrance course besides, the District Committee have lately determined to call it a higher class school.

‡ The receipts of each school being different, the scheme was not the same for all. I have selected my proposal for the Sibsagar school as a good example.

Asam Circle.

According to instructions I submitted my scheme to the Commissioner of Asám, and requested him to ascertain the opinion of the several Deputy Commissioners. This has been done, and I find that they are all more or less in favour of it. The Commissioner, though agreeing that the pay of the junior masters is too small to attract good enough men, is however opposed to the scheme in its entirety, being of opinion that a sufficiently good man cannot be got for the head-mastership on Rs. 100. I, however, know that I could secure the services of at least one B.A. of some experience for the money. I am aware that some four or five years ago this could not have been done, but the money value of a B.A. now is not so great as it has been.

The following table shows how all the higher class schools (Government and aided) fared at the last Entrance examination:—

NAMES OF INSTITUTIONS.	No. of candidates.	PASSED IN			FAILED IN				Absent.	REMARKS.
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.		
St. Paul's School, Darjiling ...	4	1	2	1	3	3	...	In the year 1871-72, three passed from Gowhatly and two from Dibrughar and none from any of the others.
Goalpara School ... ..	.....	.....	.....	.....	.....	.....	.....	.....	...
Gowhatly High School	6	.....	1	.....	1	2	1	3	...
Barpeta School	8	.....	.....	1	7	2	7	5	...
Tezpur „	1	.....	.....	1	.....	.....	.....	.....	.....
Nowgong „	1	.....	.....	.....	.....	1	.....	.....	.....
Sibsagar „	1	.....	.....	1	.....	.....	.....	.....	.....
Dibrughar School	1	.....	.....	.....	1	1	1	1	...

This cannot be called a brilliant result. The four lads who passed from Asám are Hindus, and the other is a Christian.

11. *Government Middle Class Vernacular Schools.*—These schools are decidedly the most encouraging, and their success at the recent vernacular scholarship examination is most marked, when compared with that of the aided middle class schools. In fact they bear out my remark above, that where Government undertakes nearly all the expense, the people show themselves not only willing to have their sons educated, but appreciate the results when anything tangible, such as a scholarship, is to be gained.

In the two following tables I shew the success of the Government and aided middle class schools at the last vernacular and minor scholarship examinations.

Result of Vernacular Scholarship Examination.

DISTRICT.	GOVERNMENT VERNACULAR SCHOOLS.			AIDED VERNACULAR SCHOOLS.			TOTAL VERNACULAR SCHOOLS.		
	Candidates.	Passed in division			Candidates.	Passed in division			Candidates.
		1st.	2nd.	3rd.		1st.	2nd.	3rd.	
Lakhimpur	3	.....	.....	1	.....	.....	.....	.....	3
Sibsagar	14	.....	3	8	.....	.....	.....	.....	14
Nowgong	10	.....	3	7	7	.....	.....	1	17
Dorang	2	.....	.....	.....	3	.....	.....	.....	5
Kamrup	84	.....	4	11	3	.....	.....	.....	87
Total for Asám ..	68	.....	10	27	13	.....	.....	1	76
Goalpara ... ..	.....	.....	.....	.....	11	.....	.....	7	11
Jalpaiguri	4	.....	.....	2	6	.....	.....	3	10
Kuch Behar (State) ...	.....	.....	.....	.....	35	.....	1	0	35
Total for Kuch Behar ...	4	.....	.....	2	53	.....	1	19	56
Total for my Circle ...	67	.....	10	29	65	.....	1	20	132

APPENDIX A.

Reports of Inspectors of Schools.

Result of Minor Scholarship Examination.

DISTRICT	MIDDLE ENGLISH SCHOOLS			
	Candidates	Passed in division		
		1st	2nd	3rd
Doranga	1		1	
Kamrup	1		..	
Total for Asám	2		1	
Goalpara	7			2
Jalpaiguri	4			1
Total for Kuch Behar	11			6
Total for the Circle	13		1	6

From the first of these two tables we see that the 12 middle class aided vernacular schools in Asám were only able to send up 13 candidates to the vernacular scholarship examinations, and of these 13 only one passed, and that in the third division; while the 13 Government vernacular schools sent up 63 candidates, of whom more than one-half passed. It will be observed that no boy passed in the first division, and indeed the total result is not good; but I ascribe this to the introduction of surveying into the course, which was done so late in the year as to give the boys very little time to make it up, and the difficulty was still further increased by there being a great scarcity of books attainable on the subject.

12. *Normal Schools.*—In the whole of my circle there are nine Normal Schools or classes. Three of these are entirely supported by Government, and have been in existence for some years; one has only lately been established, the money coming from the pathsala fund; and five are under the management of Missionary bodies; four receiving aid from Government. With my No 1581 of the 3rd January, I sent you a tabular statement, in one column of which I showed the numbers of Normal School pupils who had afterwards become teachers, the result being that nearly all had taken up the profession of a schoolmaster. The pupils of the Gowhatti Normal class have, with but one or two exceptions, become village masters. In Nowgong during the last three years 27 pupils were trained, of whom 3 died, 3 were dismissed, and 21 were serving at the beginning of this year as teachers. In Sibsagar 13 pupil teachers are trained annually, and by January 1873 40 of these had opened pathsalas. The other three Normal Schools in Asám are under Missionaries. Two receive aid from Government, and the other is the unaided one (referred to in my Kamrup report) which is in the Rev. Mr. Comfort's charge.

13. When I was in Sibsagar I found that the Normal class consisted only of the number of students for whom there were stipends, viz. 13. I spoke to the Deputy Commissioner and told him that unless he admitted a number of others to study free in the class, he would not be able to supply his increased number of village schools with trained teachers. He was not aware that any but stipendiary pupils could be admitted into the class; but on my informing him that there was no such rule, he brought the matter to the notice of the District Committee, and I have lately heard that the Committee have ruled that upwards of thirty may be admitted to the class, and that the free students shall be called upon to enter into an agreement to serve as pathsala teachers, if so required, for one year only, while the stipendiaries agree to serve for three years.

14. *Primary Schools.*—These have increased since 31st March 1872 from 95 to 293, in Asám,* and from 17 to 102 in Kuch Behar. Under orders dated the 31st July 1872, 80 new pathsalas were sanctioned for Asám. These were equally distributed—15 to each of the valley districts, and the remaining 5 to the Khasi and Jaintia Hills. The 75 for the districts with which I am concerned were all established during the year. I have found that many of the old pathsalas are more advanced than was originally intended; in fact some of them are more like middle class schools. This is caused by the pandits being particularly good men of their class, and I find that these superior pathsalas are the most popular, and consequently the best attended. Thus in Kamrup the Palasbari pathsala is about the best in the district, and is attended by 64 boys. The guru's income amounts to more than Rs. 10 a month (nearly one-half of which comes

* That portion of Asám which is in my circle.

Asam Circle.

from Government). In Nazira in Sibsagar the pathsala is even better than that at Palasbari, and the pandit makes nearly Rs. 15 a month (counting the Government allowance of Rs. 6-7); the number on the rolls was 81 on 31st March. It is hoped, when the new grant-in-aid rules are issued and sums are made over to the several District Committees, that these two pathsalas will be converted into middle class schools. Considering the great numbers of pathsalas now to be found in some districts, and seeing that it was impossible for the Deputy-Inspectors (by whom the gurus were paid) to see every pathsala during a month, I saw that most probably many of the teachers would sometimes be two, three, and even four months without their Government allowance (and this I found to be actually the case): and considering how small in most cases that allowance was, I looked upon unpunctuality in its payment to be both a great hardship and calculated to dishearten the gurus. I addressed the Commissioner of Asam on the subject in my No. 2160, dated March 26th, 1873, and suggested that the pathsala gurus should be paid monthly by the mauzadars of the respective mauzas in which their schools are situated. He sent my proposal to the Deputy Commissioners to learn what their opinion was, and as they thought the remedy would not only be effective, but simple and easily carried out, the Commissioner has directed its adoption.

It is difficult to form any fair opinion of the working of the new pathsalas, since they have been so recently opened. There is no doubt, however, as to their popularity, and they must prove in time a great boon to the people.

15. The granting of *primary scholarships* has had a great effect in inducing cultivators to send their children to these primary schools. With a primary scholarship as a start, a rayat's son may rise by a series of scholarships to the highest honors attainable in the Calcutta University. In Lakhimpur and Sibsagar this end cannot, however, be obtained in consequence of these districts having no middle class English schools, and thus boys of these districts cannot compete for minor scholarships which are included in the series above referred to.

I hope we may soon, however, be enabled to establish one middle class English school, if not two, in each of these districts.

I think that further encouragement might very beneficially be held out to pathsala boys in the shape of a certain number of *free studentships* to be held in the Government vernacular schools of each district. Say, a district has been allotted 5 primary scholarships; I propose that while awarding these the District Committee should be empowered to allow the five boys who answer next best to the scholars to study free in the Government vernacular schools. I have no doubt that this would have a most beneficial effect.

16. *Night Pathsalas*.—We have only two night schools* of any kind in my circle, and I think it would prove most useful if some of the pathsala fund, which has not as yet been expended, was devoted to the starting of night pathsalas; this would give a chance to adults of the lower classes to get a little education. As it is, we sometimes see a grown up man in the pathsalas learning his alphabet, but his attendance at a day school must necessarily be very irregular. The Deputy Inspector of Kamrup, on this subject, writes:—“Night schools are suited for the instruction of adults whose daily work prevents them from resorting to day schools. . . . It may be urged that the adult population are amply rewarded by the facilities for instruction afforded to their own children, . . . but it cannot be denied that in the nature of things night schools would more directly benefit the adult population than schools accessible only to children, and that something should be done to mitigate the intellectual destitution which envelopes the entire manhood of the country. At present nearly the whole adult population are quite ignorant of the elements of reading, writing, and arithmetic; and the result is that many grown up men have taken admission into our day schools to the great detriment of their daily work, and put up with the humiliation of being taught side by side with their younger.”

17. *Girls' Schools*.—Of these there are in all 20, but I have very little faith in them. There is, however, a notable exception, and this is the school at the sadr station of Nowgong, which is really excellent. It is managed by Miss Bronson, and I must say it does her the greatest credit. The girls are clean and tidy, happy and contented. I do not remember having been to inspect another school which afforded me such satisfaction and real pleasure as this one. There is no doubt, as stated in the Nowgong district report, that “the Committee's best thanks are due to Miss Bronson for the hearty interest she evinces in the teaching and education of the girls.”

Though the girls' schools are in themselves, I believe, more or less failures, still in Asam it is not uncommon to see girls† reading in the boys' pathsalas even after they are 12 years of age. This is a wholesome sign, and it is to be hoped that it will continue and be encouraged. Besides, in pathsalas we find in some aided schools a girl or two now and again, and, though it is not strictly in accordance with the letter of the grant-

* Under inspection

† I find that my statistics do not give me the real numbers. My Deputy Inspectors tell me that though the girls go to the pathsalas, their names are not entered in the school registers. Directions will be issued to put the girls' names on the rolls in future

Reports of Inspectors of Schools.

in-aid rules, I have allowed their names to be kept on the rolls without requiring them to pay fees. I hope I have not exceeded my authority in so doing.

18. *Indigenous Education.*—This will be treated upon separately in the case of each district. I do not think we can place any very great reliance on our figures. It is impossible for Deputy Inspectors to ferret out for themselves all indigenous schools; and when an attempt was made to find out their numbers in Kamrup through the mauzadars, the result was a return of all the pathshalas started under Government orders. However, by next year, when there will have been time to let the mauzadars know what schools they are to call indigenous, we may expect to get some trustworthy account of them.

19. *Schools for the Children of Coolies on Tea Gardens.*—In any of the tea gardens that I have as yet been to, I did not see any school of the kind. When I have spoken to planters, they invariably have expressed their opinion that the result of educating the coolies would be that they would get too high an opinion of themselves, and would give up manual labour as soon as their contracts were out, and thus the gardens would suffer. They always complained of the want of men having a knowledge of carpentry, masonry, and blacksmith's work; but as far as I could see, they were unwilling to stir themselves in the matter. If an industrial school were got up, they would send some boys to it, but it would be on the understanding that the part of the contract time which these boys spent in the school would have to be served again after they had learned their new trades.

20. *The Asamese Language.*—Under orders of the 19th April 1873 this is to be the language of all primary schools in the valley districts of Asám; also in all middle schools, and in the lower and middle classes of higher schools. In the upper classes of higher schools every subject in which there is an Asamese book is to be taught in Asamese. The want of suitable school-books is a great difficulty in our way, and to add to our difficulty, when a book was lately written by an Asamese in his native tongue, the Commissioner of Asám refused to sanction its use in consequence of more than four-sevenths of the words being Bengali. On the 26th May I brought this to your notice and requested you to give me advice under the circumstances.

I would here beg leave most respectfully to state a fact which I was not aware of when I wrote my report (on the Asamese language), called for by Colonel Hopkinson, viz. that the Missionaries themselves (the great advocates of Asamese as a language) did not contemplate the introduction of Asamese into the higher class schools, nor even into the higher classes of middle schools. The Rev. Mr. Neighbour, Superintendent of the Hill Tribe Schools (Nowgong), in his report, while speaking of the teaching of Asamese in the lower class schools, writes thus:—"I should be very glad to see the preparation of school-books in the vernacular encouraged as far as possible, although I would not be thought to favour the exclusion of Bengali entirely from the schools, but that the books used for the first years should be in the vernacular, giving way gradually to the Bengali, which could be used in the higher classes, and I am glad to learn that Government now recognizes the Asamese language as the vernacular, which recognition is itself an encouragement to the preparation of Asamese school-books."

I have been instructed to make a careful and exact report upon the subject of Asamese school-books now available, and the best means of procuring them. Before receiving your endorsement No. 1695, calling for this report, I had written to different quarters for the information required, and I hope to be able to send you a list with this report.* I think if Government would give encouragement, such as was given in the case of introduction of Uriyá into the schools of Orissa, we would soon find the market pretty well stocked with books: at the same time I would suggest the appointment of a committee of competent native members to express their opinion on the character and quality of each new book. Without some such system being resorted to, every one who knows how to write will imagine that he has been born an author.

21. *Jail Schools.*—I have been to see but one jail—that at Gowhatty; but as far as I could learn, there was no school for teaching reading and writing. The prisoners were engaged either in making tiles or in grinding at the oil-mill. I understand, however, that Dr. Russell, at present in charge of the jail, purposes teaching them more useful practical arts.

22. In the foregoing pages I have made but little allusion to the Kuch Behar division. The fact is that after removing my office from Rangpur to Gowhatty, I had not time to see even the districts of Asám properly. My remarks, then, upon the state of education in Kuch Behar will be derived from correspondence and the reports of district committees and Deputy Inspectors, &c.

As I had observed in the annual reports of some previous years that some account was given by the Inspector of Schools, North-East Division, on the progress of education in the Kuch Behar state, I wrote to the Commissioner (on the 19th May) asking him to direct the Superintendent of Education to send me a report; but he replied that it had hitherto

* I am sorry to say the information has not yet been received, though I have heard that in some districts special committees have been appointed to inquire into the matter.

Assam Circle.

been the custom for the educational report of the Rāj to be submitted with the consolidated annual report of the state of Kuch Behar. Again, on reading the Government Resolution (dated 19th May) on the Annual Report of the Director of Public Instruction for the years 1871-72, and seeing that therein His Honor expressed a wish to know what support the Kuch Behar Maharaja's estate gives to schools in his great zamindaries, I made a second application to the Commissioner, but he replied that he thought it unnecessary for our department "to enter into account of the state of education in Kuch Behar." I have to thank him, however, for the following information :—

"The aid given by the Rāj for the support of the schools in its zamindari in the Jalpaiguri district is noted below. This is an addition to the large expenditure incurred for the encouragement of education within the Rāj :—

						Rs.	A.	P.
Changti School	...	.	...	...	...	7	0	0
Patgram School	...	...	...	...	...	10	0	0
Chandu Bari Girls' School	...	...	...	...	...	12	0	0
Titaliya School	...	...	...	...	...	15	0	0
Debiganja „	...	...	...	...	...	8	0	0
Jalpaiguri „	...	...	...	...	...	25	0	0
Rajnagar „	...	...	...	...	...	10	0	0
Shaldanga „	...	...	...	...	...	20	0	0
Mulkadaha „	...	...	...	...	...	15	0	0
Boda Krishnaganj	...	...	...	...	...	15	0	0

This makes a total of Rs. 137 spent (I presume *monthly*) on the schools of the Jalpaiguri district by the Maharajah of Kuch Behar.

23. *Written Languages among the Hill Tribes.*—Government, in its letter No. 1186, dated 19th March, addressed to the Commissioner of Asām, desires to know—

- (1) Whether the Kacharis write their language, and in what character ;
- (2) Whether Daphlas, Nagas, Mishmis, Abors, and Mattaks, have any written character.

In answer to the first question I learn from reports from Deputy Commissioners and from my Deputy Inspectors that only those Kacharis can write who have studied in the schools in Asām, and that they have no written character of their own.

The answer to the second question is negative (except that the Mattaks are Ahoms, and speak and write Asamese) ; but there are other tribes who have written characters of their own. Thus Major Clarke, Deputy Commissioner of Lakhimpur, writes : "There is ordinarily a school in every Khampti and Singpho village, that is, in every village in which there is a bapu (Buddhist priest, generally a Burmese, but now and then a Kampti). All boys who desire to study attend the bapu chang daily, and the priest performs, as well as his own religious office, that of village schoolmaster. The Shan character is used ; reading and writing merely are taught ; and I found on more than one occasion that the boys read very readily and wrote exceedingly nicely. Some of the boys, after passing a lower course of study with the intention of embracing the profession of priests and bapus, afterwards receive religious instruction, and are brought up entirely at the chang. The Singphos have no written character, but have adopted that of the Khamptis, as they have indeed their religion ; and Khamptis or Burmese bapus are found in all larger Singpho villages." Again Captain Blathwayt, Assistant Commissioner in charge of the Golaghat sub-division, writes : "The Aitoncas are allied to the Khamptis, with whom they can intermarry, and they possess a written language, the character being either identical with, or closely allied to, the Burmese."

I conclude these general remarks with tables showing the state of education in the districts of Asām valley and in those of the Kuch Behar division.

Reports of Inspectors of Schools.

REMARKS BY COLONEL H. HOPKINSON, COMMISSIONER OF ASAM.

2. (*Inspector's para. 2*).—There may be personal grounds at present which justify leaving the Khasi Hills in the hands of the Eastern Bengal Circle Inspector, but it will be a very good thing when the time comes at which they will lose their force. An arrangement which places me in dependence on, and in correspondence with, two Inspectors, is necessarily a very inconvenient one. Had I been aware in time that the Dacca Circle Inspector was about proceeding on leave, I should have begged that Mr. Martin might be directed to act for him in the Khasi Hills. It is, moreover, far more easy for the Asam Inspector to attend to the Khasi Hills than for the Dacca Inspector to do so, and the recent reduction of the area of his division is also an argument that points the same way.

3. (*Inspector's para. 6*).—It is too early yet to say much about the results of the new educational organization, so far as the increased power given to district school committees is concerned. For myself, and with reference only to the actual circumstances of Asam, I am very sceptical of the efficacy of committees as administrative instruments in any department, but I shall gladly become a believer on evidence of their utility. I think the Asam inspecting officers have done good work during the year.

4. (*Inspector's para. 7*).—I am not at all sure that while four districts in Asam have only two Deputy Inspectors, that is, one between two districts, it would not be better to have a Deputy Inspector for each district, instead of the plan that has been adopted, of a Sub-Inspector to each of the four districts in addition to the two Deputy Inspectors. It may be even matter of regret that the Inspector did not propose the first plan before he obtained sanction to the second, but having done so, I think he is bound to make trial of it. In favour of the Sub-Inspector's plan it may be remarked that it is less expensive. The Inspector does indeed propose that the new Deputy Inspectors should have only Rs. 75 a month each, but Major Clarke, the Deputy Commissioner of Lakhimpur, says he would prefer the plan sanctioned unless his Deputy Inspector were paid Rs. 100 a month; and certainly the Deputy Inspectors of Nowgong and Dorang ought to be as well paid as the Lakhimpur Deputy Inspector, for they would hold more important educational charges. Besides, looking to the position of a Deputy Inspector relatively to the masters over whom he has control, I do not think he ought to be paid less than Rs. 100 a month. Again, it is an excellent arrangement that every Deputy Inspector should have his double ready to take his place when he falls sick, as is sure to be often the case in Asam.

5. (*Inspector's para. 8*).—I have been extremely well satisfied with the manner in which Mr. Martin has discharged his important duties since he came to Asam.

6. (*Inspector's para. 9*).—I subscribe pretty well to every word Mr. Martin has written in this paragraph, but I would remark that although the Asam circle is of course far behind any Bengal circle in point of education, yet, comparing the past and present of Asam, Asam has made fair progress, particularly in the last few years.

7. (*Inspector's para. 10*).—I agree with the Inspector that the working of the Government higher class schools have been unsatisfactory. I will not say without exception, as Mr. Martin does; but so far as my experience of it has gone, I may observe that I made a careful inspection lately of the schools at Dibrugarh and Sibsagar, and was anything but satisfied with the result. I recorded my dissatisfaction on several points, and to tell the truth, I am rather disappointed that Mr. Martin has not more particularly noticed in what respects he found these higher class schools wanting. I do not think the scheme he proposes—a mere alteration in the improvement of the salaries of the lower masters at the expense of the head-masters—will be found sufficient, or is even the proper remedy. I do not consider that the present head-masters are altogether competent, and am of opinion that if duly qualified persons could be found for the head-masterships, their services would be cheaply purchased at salaries even exceeding those now allowed, of Rs. 150 a month. The difference between what is wanted in a head-master and what is wanted in a second master is surely very much greater than that denoted by Mr. Martin's revised scale of Rs. 100 for the one and Rs. 75 for the other. I would have a head-master paid at least three times as well as any of his subordinates; his teaching function is all the duty of a second-master; it is almost the least part of that of a head-master. I would have our higher class English schools much more frequently visited by the Inspectors than they have been heretofore. I am afraid to say how long the Dibrugarh School had remained unvisited by an Inspector until Mr. Martin came to the province. I am not at all assured that the system of these higher schools is what it should be either in respect to organization, administration, or even the course of instruction given, and the mode of giving it. I cannot rely upon the sufficiency of the management of local committees beyond ordinary and commonplace matters. There must be added the control of persons skilled theoretically and practically in the science of education; and what is first and foremost wanted is, I repeat, the much more frequent inspections by School Inspectors.

Assam Division—Commissioner's Remarks.

8. (*Inspector's para. 14*).—The increase of pathshala schools, from 95 to 293, will, I trust, be considered satisfactory, though the establishment of some of them has been a little too pressed; but it is too soon yet to form any fair opinion of the working of the new pathshalas. The payment of the gurus through the mauzadars, as sanctioned by me, was necessary, but we shall have to be careful that the relief from this duty given the Deputy Inspectors does not encourage them to make their visits of inspection less frequent than they ought to be. So long as the gurus could only be paid by the Deputy Inspectors themselves, the Deputy Inspectors were kept up to the mark of their duties, because the gurus complained if they were not paid, *i.e.* not visited, and the gurus were kept up to their mark because their payment involved their inspection.

9. (*Inspector's para. 15*).—Free instruction in the Government vernacular schools might be allowed in the manner, to the extent, and for the reasons, stated by the Inspector.

10. (*Inspector's para. 16*).—I do not believe in night pathshalas as to the opportunity they give adults for learning. Adults are seldom so continuously at work by day in Assam that they have not time to learn all that is taught at a pathshala by day.

11. (*Inspector's para. 17*).—I have no remarks to make about girls' schools; but the education of girls should be encouraged in every way, and I hope Mr. Martin's action in remitting tuition fees for girls will be approved of.

12. (*Inspector's para. 18*).—The subject of indigenous education has to be noticed in separate reports.

13. (*Inspector's para. 19*).—I have no remark to make on this paragraph.

14. (*Inspector's para. 20*).—The Inspector heads this paragraph the "Asamese language." It is a question upon which I feel I have put myself out of court by my uncompromising denial of the existence in the present day of an Asamese language properly so called. All I can do is to see that it shall be made to exist if possible, and therefore to watch with jealousy any attempt to foist Bengali in its place, as was lately attempted by a native-born Asamese in the elementary book to which Mr. Martin refers. It is perhaps almost to be regretted for the success of the rehabilitation of Asamese that the continuance of the use of the Bengali character has been permitted, instead of the old Asamese character, which, though now disused in consequence, as I have hitherto supposed, of the language itself having died out, might perhaps be revived. Examples of it exist on the old Asamese coinage (prior to 1600 A.D.), and in the sacred chronicles of the ancient kings of Assam, a work of which I am now trying to get a copy, though whether, if I do, I shall be able to find anybody able to read and interpret it to me, is, I fear, doubtful. I observe that Mr. Martin reports that the "Missionaries themselves" (the great advocates of Asamese as a language) "now signify that they cannot carry on education with what they call Asamese in the higher class schools, nor even into the higher classes of middle schools, which is not to be wondered at, considering that setting the vexed question of the existence of Asamese as a colloquial dialect aside, the Bengali language has probably been the only living language employed by the people in Assam as an educational instrument for the last two hundred years. I do not know how the difficulty about getting school-books is to be got over, unless Bengali books are adopted, disguised under the name of Asamese, which will be a sort of fraudulent teaching of Bengali. I had to make very sure of my ground before I ventured to report, as I did formerly, that Asamese did not exist as a literary language,* and I ransacked the province for books that might contradict me, but found none; and I may add that I anticipated in my reports on the subject the very difficulty of which Mr. Martin now complains, and pointed out that not to teach Bengali would be to arrest vernacular education. Mr. Martin is hopeful, after the example of the introduction of Uriyá into the schools of Orissa, of getting the market pretty well stocked with Asamese books. I cannot suppose that the cases are at all parallel. I am told that there really is a written Uriyá language with a written character peculiar to itself; and that a Bengali coming to Orissa finds that to speak Uriyá, he has to learn what is distinctly a foreign language to him, which is not the case in Assam; as we see when a Bengali Munsiff sent from the heart of Bengal to the remotest station in Assam has no trouble in passing his examination by the higher standard in the so-called Asamese at the first examination that occurs (say four or five months) after his arrival. Or, again, when a District Superintendent of Police, an officer of all others who is most brought in immediate contact with the people, on transfer to Assam from Mymensingh, or Bogra, or Rajshahi, or Pabna, or some other Bengal district, can find scarcely any perceptible difference between what he is told is Asamese, and what he has always previously heard called Bengali. However, I wish to found no argument on the case of Orissa. I have never been there, and do not know what the linguistic facts are there, and I am warned not to discuss them without sufficient knowledge by the example of the mistakes made by writers in the press on the score of Assam and the Asamese. One gentleman, in the columns of no less a journal than the *Pall Mall Gazette*, talks of Bengali "ousting the local vernaculars," and tells us that "there can be little doubt that the official recognition of Asamese will do much to bring justice nearer and more cheaply to the door of the Assam

* Except of course so far as it exists as Bengali in Bengali books.

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peasant." He writes of justice as a Londoner might of milk from the cow, and wots not apparently that the Asám peasant, the same as any other peasant, would by no means regard a scheme for bringing justice cheaply and easily to his door with unmixed complacency, but would rather that she kept her distance. As to the "official recognition of Asamese," it will remain as utterly unknown to the mass of the people as the currents of the Empyrean. It has no signification but for the educated classes—those, let it be remembered, educated through the medium of the Bengali language, and among them even any interest in it will be chiefly confined to the harpies about our courts, the lower classes of mucktears and petition-writers, and such like, who will seek to make "official Asamese" a style of their own and in their exclusive possession. Then, as to "ousting the vernaculars," it seems that there is not one of the critics who have done us the honor to notice the Asamese-Bengali controversy, who has thought it consistent with the authority on which he pronounces judgment to ascertain its nature, and to understand that it involves no question of "ousting the vernaculars," for both sides are equally earnest in their desire to confirm to the people the use of their vernacular, or rather that vernacular among the several vernaculars in Asám which approves itself best fitted to be put into general currency; but that the whole matter in dispute is what the vernacular of Asám, or what vernacular among those now spoken in the province, will best discharge the functions of a common language. If the persons to whom I refer were at all concerned to know the facts of the case, I should be glad to tell them that the dialect adopted by the Government is at all events not "Asamese," whatever else it may be; that the Asamese language was a language spoken by a Shan tribe, who conquered Asám some six or eight hundred years ago, and called their conquest after their own name (Ahom) Asám; that, judging from the inscriptions on coins, the Asamese language (as I have said above it is now extinct) must have been of the Burmesetype; that Bengali became more and more common under the Asamese rule, and at last was formally adopted by them on their coins and in State affairs at the beginning of the seventeenth century. That at the beginning of this century Bengali was the common language even of the court at Jorehat, so that Buchanan, when he was compiling his various vocabularies, sent for a Bengali vocabulary to "Jorehat in Asám." I may add that Buchanan was for some months at Goalpara at the time when a large body of Asamese refugees from Asám were residing there under the protection of the British Government, and as his powers of observation are admitted to have been unrivalled, it seems unlikely that he should have been mistaken as to the fact that when he wrote seventy years ago the Asamese spoke Bengali. According to the census, however, the Ahoms or Asamese number only 128,980, out of a population of 2,127,153; there are other classes far more numerous, as for instance the Kochs, 312,999, who, like their brethren in Kuch Behar, must be reckoned as a Bengali-speaking race; then there are the Kacharis, 201,900, who have an unwritten language of their own, bearing no relationship to "official Asamese." On the whole, I see not how vernacular education can be maintained in Asám if Bengali be ostracised, for I am sure the Government would never sanction the practice of putting false labels on Bengali books and circulating them as Asamese. There are some who may say I prove too much, and that, admitting my argument, it would have to be concluded that "official Asamese" and Bengali were identical, and that therefore it did not matter which name was taken; but there is much in a name. Wrong names have been among the greatest mischiefs in the world for men as well as dogs,* and a name that gives cover and currency to a false hypothesis (if it be false) is sure to work evil. I believed that heretofore there have been very few parts of Asám indeed in which a peasant could not find somebody who could write for him any petition he had to make with a certainty of its being accepted by the court to which it was addressed, but I will not answer for it that this shall be any longer the case. I doubt whether there are many writers in the province who could draft a paper secure from rejection by an officer zealous for "official Asamese" on the ground of its Bengali taint. Many strange words and phrases have crept into use in colloquial English in the United States of America,—here German, there Spanish, French, Indian, and other foreign words have been adopted; and again many English words that have fallen into disuse in England have been retained in America. In some parts of the Union, too, I dare say as much mis-spelling may be found as we have of Bengali in Asám. Yet let us suppose that the President of the United States were able to decree, and that because of this admixture he thought fit to decree, that henceforth the American nation was to be considered to have a vernacular language distinct from English, in which they were to be taught, and "to have justice brought to their own doors," and that the use of English was to be abolished, how would the lawyers manage their pleadings, and what would be the effect of the proscription of English literature on American education?

WRITTEN LANGUAGES.

15. (*Inspector's para. 22*).—Mr. Martin's observations under this head seem correct so far as they go.

16. There are no further remarks that readily occur to me to make on Mr. Martin's report.

* Give a dog a bad name, &c.

REMARKS BY MR. C. T. METCALFE, COMMISSIONER OF KUCH BEHAR

2 The reports of the district officers were submitted to the Officiating Inspector of Schools, Asám, in accordance with the Government instructions dated 15th October 1872. Mr Martin's report was delayed in consequence of the non-receipt of the Darjeeling yearly report.

3. The arrangement by which the districts of Darjeeling and Jalpaiguri fall under an Inspector residing at Gowhatty in Asám is very inconvenient, and has been productive of delay in the submission of this report.

4 The Jalpaiguri district report was ready on the 22nd of May, Goalpara on the 11th, and were forwarded to the Inspector on the 26th May.

5. The Darjiling report was not received till a month later, and had then to be forwarded to Asám for incorporation, and was received back on the 11th instant, during my absence on tour.

6 Mr Martin's general report refers more chiefly to the districts of Asám, with which he has, during the year under review, been brought into contact.

7. The summary of these reports is, that Goalpara, under the orders of the 30th September last, opened out 65 new pathshalas, of which two were girls' schools.

8 Darjiling established 5 such schools, and Jalpaiguri 20 pathshalas and 6 aided schools, with an attendance of 622 boys; total 96 schools.

9 The great difficulty in the way of extension of schools is the want of gurus; but this want will gradually disappear with the extension of learning.

10. In the matter of education the officers in this division have still their work before them. Indigenous schools are few; the mass of the people are totally illiterate; educated men, save foreigners, are few, if *any*. There are vast tracts of jungle inhabited by wild races, who from the earliest ages have never employed pen or paper; but I do not doubt that in the course of another generation there will be more materials for an annual report.

FIRST APPENDIX TO GENERAL REPORT, ASAM CIRCLE.

Tables A and *a* are Statistical Returns, in prescribed forms, of the Schools of Asám and Kuch Behar respectively.

Tables B and *b* are Returns of Social Position of the Pupils of the Schools of Asám and Kuch Behar respectively.

Tables C and *c*, and D and *d*, are Returns of Race of Teachers and Pupils respectively in Asám and Kuch Behar.

Tables E and *e* shew the Class of Instruction at the Schools throughout Asám and Kuch Behar.

Assam Circle

TABLE A

Statistical Return of a the Schools in the District of the Koch Bihar Division receiving assistance from Government

CLASSES OF INSTITUTIONS	NUMBER OF PUPILS ON THE ROLLS	Number of Institutions	On first March	Monthly average	Number of pupils in average attendance monthly	Sum of the ages of all the pupils on the rolls on first March	Average age of pupils on the first March	PEOPLES' LEARNING			RECEIPTS FROM			Total cost	Number of pupils attending the school	RATES OF FEES		
								English	Hindi	Urdu	Government	Private	Other					
								English	Hindi	Urdu	Government	Private	Other					
Government	Higher Class Schools	1	57	61	5,0	14,2	14.2	2			2,220	2,220	0	0	0	0	0	0
		2	42	41	5	13	13	11			1,400	1,400	4	0	0	0	0	0
Government	Middle English Schools	1	76	64	7	1,1	1.1	76			240	240	0	0	0	0	0	0
		1	47	38	1,053	1,053	1.053	47			2,510	2,510	0	0	0	0	0	0
Government	Middle Vernacular Schools	1	334	340	3,7	11,5	11.5	334			2,220	2,220	4	0	0	0	0	0
		20	624	426	6,5	3,064	3.064	24			3,100	2,900	0	0	0	0	0	0
Aided	Higher Class Schools	1	13	17	238	238	23.8	13			108	108	0	0	0	0	0	0
		1	43	43	0	0	0	3			1,670	1,670	0	0	0	0	0	0
Aided	Middle English Schools	2	716	700	12,004	12,004	12.004	47			2,502	2,502	0	0	0	0	0	0
		17	27	24	3,540	3,540	3.540	27			1,020	776	15	0	0	0	0	0
Aided	Middle Vernacular Schools	60	174	167	1,1,0,1,0,25	1,1,0,1,0,25	1.1,0,1,0,25	174			7,070	7,070	0	0	0	0	0	0
		1	1	12	128	2,100	2.100	1			240	240	0	0	0	0	0	0
D. Pathshalas	(Mosque) Primary Schools	1	174	167	3,888	3,888	3.888	174			17,200	17,200	0	0	0	0	0	0
		1	174	167	3,888	3,888	3.888	174			17,200	17,200	0	0	0	0	0	0

* For the schools from which the average is taken
 † For the schools from which the average is taken
 ‡ For the schools from which the average is taken

Reports of Inspectors of Schools.

TABLE B

RETURN OF SOCIAL POSITION AND CREED.

Return of the Social Position of the Pupils in all the Schools in the Valley Districts of Assam for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

(In filling up this return the HIGHEST social position to be entered when a claim may be made under two or more heads. The entries are to be made in the blank columns below the several headings.)

District	CREED	MIDDLE CLASS OF SOCIETY										TOTAL OF THE MIDDLE CLASS																																																																																																																																																																																																																																											
		Upper Classes of Society	Upper Classes, and at or below the Lower Classes, and which section is derived from Government Service, Realized Property or Trade	Private	For the upper classes	For the middle classes	For the lower classes	For the upper classes	For the middle classes	For the lower classes	For the upper classes																																																																																																																																																																																																																																												
KAMRUP	Hindus	Princes, Nawabs, Rajas, Rajs Bahadurs,	Officers on salaries of Rs 200 and less	Officers on salaries of Rs 50 and less	Officers on salaries of Rs 20 and less	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less than Rs 20	Officers on salaries of less 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Assam Circle.

LOWER CLASSES OF SOCIETY, OR 'THE MASSES.'																			
DISTRICT.	CREED.	Service, Government.	Service, private.	Realized property.	Agriculture.	Trade.		Handicraft.			Skilled labour.	Common labour.	Miscellaneous.			TOTAL OF THE LOWER CLASSES OR THE MASSES.			
						Government servants, such as compounders, soldiers, constables, chaukidars, peons, paiks, barkandazes, chuprasis, darwans, guards, messengers, bhandaries, nagdies, boatmen, gupties, jaskars, seamen, cooks, tailors, palanquin-bearers, farashes, prika-pullers, coachmen, syces, elephant-drivers, grass-cutters, shikaries, duffries, bhistsies, khansamas, kitmatgars, aras, washermen, mehters, and other servants, on regular pay.	Such as those named before.	Holders of realized property whose income is less than Rs. 50 a year.	Cultivators, gardeners, small ryots.	Petty shopkeepers and small dealers and sellers, such as pedlars, kholis, chumars, millers, molars, sweetmeat-sellers, sellers of tur, bicuits, milk, spices, fish, bhojias, oilman, stumps, liquor, firewood, baskets, liquor, earthenware, vegetables, kumja, roll, &c.			Printers, compositors, pressmen, book-binders.	Workers in gold and silver ornament makers.	Potters, stone-cutters, masons, brick-layers.		Blacksmiths, tinsmen, braziers, kumars.	Carpenters, coopers, wheelwrights, palanquin-makers.	Weavers, blanket-makers.	Tailors, barbers, khansamas, millers, horse-shoers, bird-catchers.	Palanquin-bearers, ganyams, syces, coolies, cowherds, sheep-keepers, cut-thierers, pick-keepers, cut-thierers of grass and wood.	Itinerant performers, such as jugglers, mule-dancers, pugan-dars, jatra-wallahs.	Vagrants, such as beggars, fakirs, dandies.	Disreputable classes, such as thieves, pickpockets, prostitutes.
KAMRUP	Hindus	47	58	9	2,524	217	19	19	19	58	3	26	8	13	2	4	3,125
	Muslimans	13	16	1	175	37	1	1	1	2	1	...	5	1	...	...	...	290
	Others	3	1	...	78	2	...	...	...	...	...	...	...	...	...	...	...	1
DORANG	Hindus	13	4	...	1,001	54	6	6	6	3	4	...	2	...	2	...	...	1,485
	Muslimans	...	1	...	89	1	...	...	...	6	...	...	...	...	...	...	...	96
	Others	7	1	...	14	1	...	...	...	...	...	...	...	...	...	...	...	96
NOWGONG	Hindus	28	13	2	227	44	43	43	43	35	...	...	...	17	...	...	...	1,263
	Muslimans	3	8	...	1,592	44	...	...	...	6	...	...	3	...	...	...	...	1,263
	Others	...	1	...	57	33	...	...	...	...	...	...	...	...	...	...	...	63
BIBARGAR	Hindus	19	14	3	207	1	23	23	23	...	1	...	27	13	4	...	...	1,030
	Muslimans	5	1	...	913	4	...	...	...	6	...	...	...	...	...	...	...	1,030
	Others	3	...	...	19	184	...	...	...	...	...	...	...	...	...	...	...	241
LAKHIMPUR	Hindus	20	4	...	328	21	15	15	15	1	...	...	2	12	...	...	...	408
	Muslimans	2	1	...	27	15	...	...	...	...	...	...	...	...	...	...	...	33
	Others	...	...	...	142	...	...	...	...	...	...	...	...	...	...	...	...	182
Total	Hindus	127	93	14	6,483	340	106	106	106	99	19	23	13	128	3	4	1	7,519	
	Muslimans	20	22	1	357	270	14	14	14	14	1	...	33	1	...	...	...	730
	Others	16	2	...	654	4	...	...	...	...	...	...	...	...	...	...	...	709
GRAND TOTAL		163	118	14	7,574	348	122	122	122	113	12	26	47	139	3	4	1	8,968	

Cred of Masters.

Summary.

Pupils belonging to the upper classes	Hindus.	Muhammadans.	Christians.	Others.	Total.
Ditto ditto middle	1	1,221	113	5	1,378
Ditto ditto lower	1,221	7,319	39	705	8,998
Total	8,741	543	80	715	10,377

Hindus ... 390
 Muhammadans ... 18
 Christians ... 19
 Others ... 10
 Total ... 437

Asam Circle

[illegible]

Creed of Ministers

	Hindus	Muharrimatis	(Lr. Muslims)	Others	Total
Pupils belonging to the upper classes	•	•	•	•	•
Ditto ditto middle	•	•	•	•	•
Ditto ditto lower	•	•	•	•	•
Pupils whose parentage has not been ascertained	•	•	•	•	•
Total which will be equal to the number of pupils in the school	11	1	13	409	444

Pupils whose parentage has not been ascertained

Reports of Inspectors of Schools.

TABLE C
Return of Rags of Teachers of Schools in the Valley Districts of Assam on 31st March 1873.

	KANUP		DORANG		NONGONG		SIBSAGAR		LAKHIMPUR		TOTAL		GRAND TOTAL	
	Bengalis	Assams	Bengalis	Assams	Miris	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Miris	Kacharis	Miris
HINDUS—														
Brahmans	9	34	5	23		4	16		5	4	25	10		132
Vaidyas	4		2			1					7			7
Kayasthas	3	31	2	21		2	36		3	9	15	10		122
Nabasaks	1	62					2				1	64		65
Kaibartias		1										13		13
Other castes above the lowest		3		6		1	16			11	1	42		43
Domes, Chaudals, Hairs				2			1					3		3
Total of Hindus	17	117	9	2		8	71		8	24	49	84		390
MUHAMMADANS—														
Sunis		13		3			1		1	1	1	1		15
Total of Muhammadans		12		3			1		1	1	1	17		19
CHRISTIANS—														
Protestants		1		12					2			15	2	18
Roman Catholics							1					1		1
Total of Christians		1		12			1		2			16	2	19
OTHERS—														
					1	5	1			5		1	2	16
GRAND TOTAL	17	120	9	6	1	13	74	2	4	24	53	95	4	437

Asam Circle.

TABLE C
Return of Race of Teachers in the Kuch Behar Division on 31st March 1873.

	GOALPADA		JALPAIGURI		DAPJING			TOTAL					ST. PAUL'S SCHOOL		REMARKS			
	Bengalis	Assamese	Bengalis	Bengalis	Bengalis	Tepehies	Bhutias	N. W. Provins	Bengalis	Assamese	Garos	Kachins	Leghies	Bhutias		N. W. Provins	Grand Total	Unemployed
HINDUS—																		
Brahmans	14	7															50	
Khetris or Kshetris																	3	
Vaidyas	5																3	
Kayasthas	14	34															60	
Nababaks	1	3															20	
Kaibartas		1															1	
Other castes above the lowest		1															12	
Domes, Chundals, Harris		15															15	
Total of Hindus	64	61															17	
MUHAMMADANS—																		
Shas		7															7	
Sunis																	20	
Total of Muhammadans		7															20	
Bon—																		
its		1															1	
BUDDHIST																	4	
OTHERS																	3	
GRAND TOTAL	69																213	4

* Includes the teacher of the Boarding School on his clerical, and not being given

+ For Christan teachers of St Paul's School on their clerical race nor persuasion being reported

For the same reason as the race of pupils, is a trustworthiness one is not so as regards Kachins and Assam

* Includes the teacher of the Boarding School on the hill whose caste was not been given

† For Christan teachers of St Paul's School on the hill the race not reported

For the same reason as the race of pupils is not reported by it is one is not so as regards Bengalis and Asam

Reports of Inspectors of Schools

TABLE D

Return of Rice of Pupils of Schools in the Valley Districts of Assam

HINDUS— By	KAMRUP				DORAN				NOT-GONG				SIB-SABAR				LAKHIMPUR				TOTAL FOR THE VALLEY DISTRICTS OF ASSAM										REMARKS		
	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris	Vaidyas	Others	Brahmins	Khetris		Vaidyas	Others
Brahmins	14	30	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Khetris	1	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Vaidyas	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Kayasthas	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Nabaks	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Kaibartas	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Sonarbanas	72	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Other caste above lowest	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Dome Chaudh	24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	49	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
MUHAMMADANS—																																	
Sh. s	5	27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Bumis	5	24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	10	51	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CHRISTIANS—																																	
Protestant	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Roman Catholics	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	10	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
BUDDHISTS																																	
Others	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
GRAND TOTAL	54	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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Asam Circle.

TABLE d.

Return of Race of Pupils in the Kuch Behar Division on 31st March 1873.

	GOALPARA.					JALPAIGURI.	GARO HILLS.			DARJILING.					TOTAL.										DARJILING.								
	Bengalis.	Assamis.	Garos.	Kacharis.	Rabhas.		Others.	Garos.	Kacharis.	Burmese.	Bengalis.	Nepalis.	Assamis.	Bhutias.	Tepchias.	N. W. Provin- ces.	Bengalis.	Assamis.	Garos.	Kacharis.	Rabhas.	Burmese.	Beharis.	Nepalis.	Bhutias.	Lepchias.	N. W. Provin- ces.	Unknown.	Grand Total.	Europeans.	Burmese.	Armenians.	
HINDUS—																																	
Brahmins ..	14	99	45	5	9	64	99	9	172	
Khetris or Kshetris ..	..	2	..	..	..	..	1	..	..	..	..	23	..	..	..	..	1	2	..	..	..	..	23	..	..	..	..	26	..	..	..
Vaidyas ..	10	4	..	..	..	..	4	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..	..	..	..	..	14	..	..	..	..
Kayasthas ..	39	335	..	..	..	..	54	..	..	..	2	..	..	..	..	..	95	335	..	..	..	..	..	..	..	..	450	..	..	..	..
Nabais ..	..	471	..	..	..	..	232	..	..	..	47	..	..	..	..	..	279	471	..	..	..	..	..	..	..	..	750	..	..	..	..
Kaibartas ..	..	148	..	..	..	..	6	..	..	..	..	..	..	..	..	..	6	148	..	..	..	..	..	..	..	..	154	..	..	..	..
Sonarbanias ..	..	16	..	..	..	..	5	..	..	..	2	..	..	..	..	..	7	16	..	..	..	..	..	..	..	..	28	..	..	..	..
Other castes above the lowest ..	1	63	..	..	..	..	41	..	..	..	208	4	247	..	..	1	248	63	..	..	..	..	4	247	..	..	562	..	..	..	..
Domes, Chundak, Haris ..	..	407	..	..	..	..	86	..	..	..	1	11	..	..	..	..	56	407	..	..	..	..	11	..	..	..	474	..	..	..	..
Total of Hindus ..	64	561	..	..	..	..	443	..	..	..	263	15	279	..	..	1	770	1,561	..	..	..	15	279	..	..	..	2,625	..	..	..	..
MUHAMMADANS—																																	
Shias ..	..	290	..	..	..	..	18	..	..	..	..	..	..	..	..	..	18	290	..	..	..	..	..	..	..	..	308	..	..	..	..
Sunis ..	..	59	..	..	..	..	697	..	..	..	62	11	..	..	..	..	989	59	..	..	..	11	..	..	..	..	1,029	..	..	..	..
Total of Muhammadans ..	..	349	..	..	..	..	915	..	..	..	62	11	..	..	..	..	977	349	..	..	..	11	..	..	..	..	1,337	..	..	..	..
CHRISTIANS—																																	
Protestants	1	38	..	11	..	1	4	1	..	1	..	2	38	11	1	4	1	57	26	11	8	..	
Roman Catholics	2	
Total of Christians	1	38	..	11	..	1	4	1	..	1	..	2	38	11	1	4	1	57	28	11	8	..	
BUDDHISTS	
OTHERS	16	51	60	25	191	5	4	207	55	60	4	4	34	
GRAND TOTAL ..	64	1,911	16	51	60	35	1,858	229	5	15	325	27	283	1	13	25	2	1,747	1,912	245	56	60	15	27	283	13	25	1	36	4,419	28	11	8

This return is incomplete on account of the 47 Christians attending St. Paul's School being omitted in consequence of their race not having been returned. The Deputy Commissioner of Goalpara does not consider the returns of that district trustworthy. He says he believes that most boys classified as Assamis are Burmese, and this is probably probable, since in Goalpara not one-sixth of the population are Assamis.

Reports of Inspectors of Schools.

TABLE E

Return showing the class of instruction at the Schools in the Valley Districts of Assam in the month of March 1873.

DISTRICT	No of pupils in the schools on 31st March 1873	LOWER STAGE	MIDDLE STAGE	PRIMARY STAGE			
		(comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage)	(comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage)	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.			
		1	2	Can read and write and understand easy sentences in their mother tongue		Cannot read and write and understand easy sentences in their mother tongue	
		Boys	Girls	Boys	Girls	Boys	Girls
Jalukimpur	690	1	18	228		804	
Silchar	1		11	781	21	543	27
Nowakong	17	10	170	901	13	110	47
Dimaig	1758	2	33	801	8	44	4
Kamrup	300	40	343	2100	37	1412	26
GRAND TOTAL	10378	101	884	7001	79	4155	138

TABLE F

Return showing the class of instruction at all the Schools in the Kach Behar Division in the month of March 1873

	Number of pupils in the schools on 31st March 1873	LOWER STAGE	MIDDLE STAGE		PRIMARY STAGE				Unclassed	
		(comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage)	(comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage)		(comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage)					
		1	2	3	4	5				
		Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Gulpara	2,17		119		475	1	1,404	42		
Garo Hills	249								235	14
Jalpaiguri	1,358	3	134		150	11	716	38		
Darjiling	723		17	4	281	1	322	61	47	
GRAND TOTAL	4,407	3	270	4	1,212	13	2,532	131	282	14

Asam Circle.

SECOND APPENDIX TO GENERAL REPORT, ASAM CIRCLE.

Table I shows the total cost, and the cost to Government, of the Government and aided schools in the Asam Valley and in Kuch Behar.

Tables II and III show the proportion of Hindus to Masalmans in the different classes of schools in Asam and Kuch Behar respectively.

Tables IV and V give synopses of Hindus, Masalmans and others in the schools under inspection in the districts of the Asam Valley and of Kuch Behar. They also show the proportion of Hindu and Masalman pupils to the respective Hindu and Masalman populations: and each table shows that the Masalmans, in proportion to their numbers, make the greater use of our schools.

Tables VI and VII show the classes of society to which the pupils of my circle belong, with the percentage of each class for each district.

Table VIII is a statement of the Mission Schools showing the total cost and cost to Government in these institutions.

Tables IX and X are comparative tables of statistics of the Government schools in the Asam circle.

Tables XI and XII are similar tables of the aided schools: and tables XIII and XIV of the Pathshalas.

N.B.—Tables I and VIII are sent to both Commissioners; and Tables II, IV, VI, IX, XI, XIII, to the Commissioner of Asam alone, and Tables III, V, VII, X, XII, XIV, to Commissioner of Kuch Behar only.

TABLE I.

Table showing the Total Cost and the Cost to Government, of the Government and Aided Schools of the Asam Circle

		ASAM.										KUCH BEHAR																	
		Number of Institutions	Monthly average on rolls	Cost to Government.	Total Cost.		Cost of educating each pupil				Number of Institutions	Monthly Average on rolls	Cost to Government	Total Cost		Cost of educating each pupil													
					To Govern-ment.	Total			To Govern-ment.	Total				To Govern-ment.	Total														
				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.											
Government	Higher	5	535	10,613	0	8	27,525	12	9	30	10	6	51	7	2	1	61	2,220	0	0	3,004	10	3	36	8	8	60	1	4
Aided	Higher	1	101	1,200	0	0	3,710	8	3	11	14	1	80	11	9	1	38	2,618	0	0	9,112	0	0	69	14	4	239	12	7
Government	Middle	13	994	5,963	0	0	9,515	0	10	5	15	11	9	5	11	3	105	1,727	4	9	1,876	12	9	16	7	2	17	13	11
Aided	Middle	14	471	2,300	14	0	5,114	6	3	5	1	5	10	13	10	27	952	5,352	13	7	12,111	2	0	5	9	11	12	11	6
Government	Normal	3	62	3,621	18	7	3,661	2	0	58	6	8	59	9	9	1	12	240	6	0	240	6	0	20	12	6	20	12	6
Aided (Mission)	Normal	2	60	1,200	0	0	2,493	10	0	18	2	11	31	14	6	2	49	1,012	0	0	2,802	5	9	20	10	5	57	3	10
Mission Schools not paid from Pathshala Fund		25	506	1,876	4	0	2,611	4	0	3	11	4	32	5	7	32	769	2,532	0	0	5,199	11	11	3	4	4	6	12	2

TABLE II.

Statement showing the proportion of Hindus to Masalmans in the different Classes of Schools in the Asam Division.

CLASS OF SCHOOL.	KAMRUP		DOBANG		NOWGONG		SIDHAGAR		LAKHIMPUR		TOTAL.	
	Hindus.	Masalmans.	Hindus	Masalmans	Hindus.	Masalmans	Hindus	Masalmans	Hindus	Masalmans	Hindus.	Masalmans
Government Higher Schools	168	28	40	1	74	13	115	15	80	9	477	66
Government Middle Vernacular Schools	225	63	120	5	129	24	184	77	103	27	701	184
Aided English Schools	148	1	43	3	22						213	4
Aided Vernacular Schools	99	31	50	2	121	32					270	65
Pathshalas	2,015	164	1,015	90	1,536	92	875	144	815	18	6,856	508
Total	3,556	287	1,268	101	1,882	161	1,174	236	498	54	8,377	834

Reports of Inspectors of Schools.

Thus it appears that throughout the Asám Valley the Hindu are to the Masalman pupils in the proportion of nearly 10 to 1. In the Government higher schools the proportion is about 7 to 1 : in the Government middle Vernacular schools less than 4 to 1 : in the aided Vernacular schools a little more than 4 to 1 : in the pathshalas a little more than 13 to 1 : while in the middle English schools it is 53 to 1, thus showing that an English education, unless such as is given in the higher class schools, is not appreciated by the Muhammadan community ; while the middle class Vernacular schools satisfy their wants most of all.

TABLE III

Statement showing the proportion of Hindus to Masalmans in the different classes of Schools in the Kuch Behar Division.

CLASS OF SCHOOL	GOALPARA		JALIAIGURI		DARJILING		TOTAL	
	Hindu pupils	Musalman pupils	Hindu pupils	Musalman pupils	Hindu pupils	Musalman pupils	Hindu pupils	Musalman pupils
Higher School	45	11	71*	81*	21	17	137	109
Government Middle Vernacular School			5	71			5	71
Aided Middle English School	154	4			20	1	174	5
Aided Middle Vernacular School	198	101	67	250			265	351
Pathshalas	979	212	101	417	537	56	1707	485
Total	1,576	328	334	819	578	74	2,288	1,221

* The school, though called middle class, teaches up to the Entrance standard

This statement shows that the proportion of Hindu to Masalman pupils is least in the case of Government middle vernacular schools, then in the case of aided middle vernacular schools, then in higher class schools, then in pathshalas while it is greatest in the case of aided middle English schools. It further shows, as we see to be the case also in Asám, that for an English education the Masalmans with but few exceptions, attend schools teaching up to the Entrance standard, while they seem to despise middle class English schools. In the case of Darjiling I have put down 21 Hindu and 17 Masalmans as attending higher schools. The schools are really Government middle English schools but they give the highest English education in the district. The figures might well be omitted.

TABLE IV.

Synopsis of Hindus, Masalmans, and others in the Schools under inspection in the Valley Districts of Asám.

DISTRICT	Hindus in schools.	Masalmans in schools.	Others in schools	Total	Hindu population	Musalman population	Proportion of Hindus in school to Hindu population	Proportion of Masalmans in schools to Masalman population
Kamrup	3,588	239	92	3,969	515,024	45,823	1 in 143	1 in 158
Dogaing	1,349	101	298	1,788	221,380	13,850	1 in 159	1 in 137
Nowgong	1,939	167	232	2,358	245,615	10,066	1 in 126	1 in 60
Sibsagar	1,209	219	48	1,565	282,969	12,610	1 in 218	1 in 50
Lakhimpur	198	54	190	609	115,618	3,826	1 in 292	1 in 71
Total	8,713	800	880	10,493	1,380,635	86,193	1 in 158	1 in 100

From this Table it appears that the Masalmans, for their numbers, make greater use of our schools in Asám than the Hindus

Asam Circle.

TABLE V.

*Synopsis of Hindus, Mussalmans, and others in the Schools under inspection in Kuch Behar **

DISTRICT	Hindus in schools	Mussalmans in schools	Others in schools	Total	Hindu population	Mussalman population	Proportion of Hindus in schools to Hindu population	Proportion of Mussalmans in schools to Mussalman population
Goalpara	1 626	319	163	2 137	311 119	80 916	1 in 191	1 in 257
Jalpaiguri	443	91		1 358	182 375	144 080	1 in 411	1 in 1 8
Darjiling	558	73	92	723	69 431	6 248	1 in 1.5	1 in 86
Total	2 626	1 137	255	4 219	563 625	241 144	1 in 215	1 in 180

* Excludes of the Garo Hills' schools where there are no Hindu or Mussalman pupils

This table gives a very remarkable result for the district of Jalpaiguri. It also shows that in the Commissioner'ship of Kuch Behar the Muhammadans avail themselves of the means of education more in proportion than the Hindus.

TABLE VI.

Class of Society of Pupils attending all the Schools in the Valley Districts of Asam

DISTRICT	Number of schools	Monthly average attendance	UPPER CLASSES		MIDDLE CLASSES		LOWER CLASSES		Total number of pupils
			Number of pupils	Percentage	Number of pupils	Percentage	Number of pupils	Percentage	
Kamrup	146	3 613			508	12.80	3,461	87.20	3 969
Dibrang	66	1 596			226	12.64	1 562	87.96	1 788
Nagaong	80	2 237	1	0.04	215	10.40	2 110	89.56	2 325
Sibsagar	46	1 295			294	18.79	1 271	81.21	1 565
Lakhimpur	24	607			106	15.17	593	84.83	699
Total	362	9 108	1	0.009	1 379	13.29	8 997	86.70	10 376

TABLE VII.

Class of Society of Pupils attending all the Schools in the Districts of Kuch Behar

DISTRICT	Number of schools	Monthly average attendance	UPPER CLASSES		MIDDLE CLASSES		LOWER CLASSES		PERCENTAGE NOT KNOWN		Total number of pupils
			Number of pupils	Percentage	Number of pupils	Percentage	Number of pupils	Percentage	Number of pupils	Percentage	
Goalpara	90	2 002	20	0.93	247	11.74	1 870	87.51			2 137
Garo Hills	14	222					219	100.00			249
Jalpaiguri	61	1 267	7	0.51	399	29.39	852	70.10			1 358
Darjiling	29	788	6	0.83	199	27.52	511	70.68	7	0.97	723
Total	194	4,279	33	0.74	845	18.91	3 582	80.19	7	0.16	4 407

Reports of Inspectors of Schools.

TABLE VIII.

Mission Schools (Aided by Government)

DISTRICT	NORMAL SCHOOLS			PRIMARY SCHOOLS			TOTAL SCHOOLS			RECEIPTS						COST OF EDUCATING EACH PUPIL											
	Number of Schools	Number on Rolls	Average attendance	Number of Schools	Number on Rolls	Average attendance	Number of Schools	Number on Rolls	Average attendance	From Government			From other sources			Total			To Government			Total Cost					
										Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.		
Nowgong	1	18	50	7	140	146	8	107	146	1	276	4	0	1	119	10	0	2	394	14	0	6	9	2	12	9	6
Doraug	1	18	15	10	37	350	17	355	374	1	800	0	0	1	20	0	0	1	920	0	0	4	13	0	0	2	1
Goalpara (Garo)	1	30	29	13	193	198	14	223	221	1	24	0	0	7	23	0	0	1	947	0	0	5	8	7	8	12	11
Darjiling	1	18	20	24	595	600	25	613	608	2	400	0	0	3	875	9	8	6	275	0	8	3	7	11	9	2	4

TABLE IX

Comparative Table of Statistics of Higher, Normal, and Middle Government Schools in the Districts of the Asam Valley.

DISTRICT	Number of institutions	Monthly average attendance	Total cost	Cost to Government	Cost of educating each pupil		Hindu pupils	Musalman pupils
					Total	To Government		
			Rs. A P	Rs. A P	Rs. A P	Rs. A P		
Kamrup	4	523	18 98 2 9	14 37 9	3 15 8	27 5 6	128	95
Dibrug	3	161	3 35 7 5	3 27 10	2 3 1	20 5 4	160	0
Nowgong	3	271	5 77 5 0	3 34 12 10	21 5 0	14 8 7	221	37
Sibsagar	4	306	0 927 12 1	1 50 13	17 7 10	11 8 7	08	00
Lakhimpur	3	239	5 018 4	3 00 0 0	20 15 11	12 12 10	181	0
Total	21	1 592	40 001 15 7	9 197 14	25 7 0	18 5 5	1 300	248

TABLE X

Comparative Table of Statistics of Higher, Normal, and Middle Government Schools in the Koch Bihar Division

DISTRICT	Number of institutions	Monthly average attendance	Total cost	Cost to Government	COST OF EDUCATING EACH PUPIL		Hindu pupils	Musalmans pupils
					Total	to Government		
			Rs. A P	Rs. A P	Rs. A P	Rs. A P		
Goalpara	2	79	5,914 0 3	2 478 6 0	7 3 0 10	3 15 2	60	11
Jalpaiguri	1	64	274 0 0	239 0 0	4 4 6	3 11 0	5	71
Darjiling	2	41	1 602 12 9	1 30 4 9	3 1 6	36 5 2	21	17
Total	5	178	5 790 13 0	4,047 10 9	32 8 6	29 10 0	86	99

Asam Circle.

TABLE XI.

Comparative Table of Statistics of Aided Schools in the Districts of the Asam Valley.

DISTRICT	Number of institutions	Monthly average attendance	Total cost	Cost to Government.	Cost of educating each pupil				Hindu pupils	Musalman pupils
					Total		To Government			
					Rs	A P	Rs	A P		
Kamrup	6	282	5 523 14 6	1,871 6 0	18 14 4	6 15 10	247	12		
Dorang	20	472	3,621 0 0	2 538 0 0	7 10 9	5 6 0	214	5		
Nowgong	14	381	4 193 14 0	2 163 12 0	10 12 6	5 9 0	170	12		
Sibsagar										
Lakhimpur										
Total	40	1,143	13 143 12 6	6,673 2 0	11 8 0	5 13 5	637	69		

TABLE XII.

Comparative Table of Statistics of Aided Schools in the Districts of the Kuch Behar Division.

DISTRICT	Number of institutions	Monthly average attendance	Total cost	Cost to Government	COST OF EDUCATING EACH PUPIL		Hindu pupils	Masalman pupils
					Total	To Government		
			Rs A P	Rs A P	Rs A P	Rs A P		
Goalpara	13	160	6 374 4 0	2,814 0 0	13 13 0	0 1 10	352	105
Jalpaiguri	13	169	5 495 13 0	2,370 13 7	11 8 1	5 0 10	138	344
Darjeeling	22*	658	15 52* 2 8	5 106 0 0	23 9 7	7 12 2	537†	56†
Garo Hills	14‡	222	1,947 0 0	1 229 0 0	8 12 4	5 8 2		
Total	62	1,809	20,225 3 8	11,511 13 7	16 2* 6	6 5 10	1,027	505

* 20 mission primary schools included

† These figures include the Hindu and Musalman pupils in the five Mission pathshalas

‡ Mission schools

TABLE XIII.

Comparative Table of Statistics of Pathshalas in the Districts of the Asam Valley.

DISTRICT	Number of institutions	Monthly average attendance	Total cost.	Cost to Government.	Cost of educating each pupil		Hindu pupils	Muslim pupils
					Total	To Government		
Kamrup	132	2,806	Rs 5,500 11 9	Rs 1,179 8 0	Rs 1 15 7	Rs 1 7 10	2,975	164
Dorang	43	963	1,347 0 0	1,120 9 6	1 6 4	1 2 7	1,015	90
Nowgong	62	1,571	2,589 3 5	1,900 10 5	1 10 11	1 4 3	1,536	92
Sibsagar	35	783	1,883 5 3	1,015 6 6	2 0 6	2 1 0	865	136
Lakhimpur	21	428	238 9 8	142 15 7	0 8 5	0 5 4	315	18
Total	293	6,551	11,558 14 10	8,059 2 0	1 12 3	1 5 11	6,646	500

* The cost of educating each pupil in Lakhimpur appears very little comparatively, but it must be borne in mind that 20 of these pathshalas have only very lately been started, so that money has been spent on them for a very few months,—in some cases not for quite a month—while in all the other districts there had existed pathshalas prior to the orders of the 31st July 1872.

Reports of Inspectors of Schools.

TABLE XIV.

Comparative Table of Statistics of Pathshalas in the Districts of the Kuch Behar Division.

DISTRICTS.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	COST OF EDUCATING EACH PUPIL.		Hindu pupils	Musalman pupils.
					Total.	To Government.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Goalpara	65	1,256	756 1 0	521 13 0	0 9 7	0 6 7	979	212
Julpasguri	37	557	1,021 3 0	932 11 6	3 7 3	1 10 9	100	417
Darjeeling	5	89	220 8 0	80 0 0	2 7 8	0 14 4	*	*
Total .	107	1,902	2,900 12 0	1,534 8 6	1 8 4	0 2 11	1,169	629

* These are counted in the table for aided schools

The Goalpara and Darjeeling pathshalas have only been recently started, so that we cannot conclude from these figures that they educate more cheaply than those in Julpasguri.

Abstract Return of Expenditure in the Asám Circle for the year ending the 31st March 1873.

SOURCE OF CHARGE.	From Imperial Funds.	From Local Funds.	Total.	REMARKS.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Inspector—				
Salary	9,507 8 0		90,507 8 0	
Travelling charges	1,063 14 0	.....	1,063 14 0	
Office charges (including rent, salaries, and contingencies)	2,783 2 8	..	2,783 2 8	
Service labels . . .	*1,300 0 0	..	*1,300 0 0	* Including Rs. 300 required for conducting the minor and vernacular scholarship examinations held in November 1872.
Deputy Inspectors—				
Salaries .. .	5,252 0 0	....	5,252 0 0	
Travelling charges	2,293 0 0	... ..	2,293 0 0	
Peons and contingencies	246 0 0	...	246 0 0	
Instruction, Asám Division, (valley) ..	41,830 2 3	752,141 1 0	66,971 3 3	+ Rs. 17,269-9-8 from fees and fines
Instruction, Kuch Behar.. .	17,255 0 10	125,326 2 10	42,584 3 8	† Rs. 9,251-9-5 from fees and fines.
Scholarships—				
Minor	568 7 10	. . .	568 7 10	
Vernacular	5,602 14 0	...	5,602 14 0	
Remuneration of Examiners (not included under the head "Instruction")	166 10 8	.....	166 10 8	
Total .	90,868 12 3	47,470 3 10	1,38,339 0 1	

DISTRICT REPORTS—ASAM CIRCLE.

KAMRUP.

At the close of the year 1871-72 there were in all 64 schools, either wholly or in part supported by Government. This number during the year under report has been increased to 146, as shown in the annexed table :—

DESCRIPTION OF SCHOOLS.	1871-72		1872-73.	
	Number of schools on 31st March	Number of pupils on 31st March	Number of schools on 31st March.	Number of pupils on 31st March
Gowhatti High School	1	221	1	200
Government Normal School	1	20	1	1
Aided Higher Class English School	1	118	1	1
Government Model Vernacular Schools	6	332	6	300
Aided Middle English Schools	3	205	2	184
Aided Middle Vernacular Schools	3		3	
Pathshalas established under orders of the Director	45	1,182	60	1,000
Ditto under orders of the Magistrate			67	1,750
Girls' Pathshalas	4	50	5	60
Total	64	2,167	146	3,960

The great increase in the number of pathshalas during the year speaks well for the energy and zeal of the Deputy Inspector; but I found on visiting some of the new ones that many of the gurus, as I had expected, were much below the average.* It is now arranged that these men will have to pass an examination by the end of the year, though in the meantime they are allowed to remain, since they can bring the boys along a little in reading and writing, besides knowing a little arithmetic.

If we take the number of children of school-going age to be one-fifth of the population, we find that the percentage of such children receiving instruction in the schools of Kamrup is 3.54. Also taking the number of towns and villages and the number of schools, we find that about one village in every ten has a school which receives aid from Government.†

On the subject of indigenous education the Deputy Inspector gives some very interesting information. He says that since the Government orders of the 80th September 1872 were promulgated, nearly a hundred schools have been started by men of the gurumashay class, with the hope of soon being able to attract the notice of Government and obtain pathsala grants; that more than half of these schools are intended for the instruction of girls and adult males, and nearly a dozen are devoted to the teaching of Arabic, Urdu, or Persian to Masalmans. The adult schools are necessarily held after sunset, but the schools for girls are conducted just as boys' schools. In Asám, he continues, on account of the zenana system being unknown,‡ no difficulty is experienced in teaching boys and girls together under the same roof, or in starting schools for girls exclusively. Asám is thus a fair and promising field for the advocates of female education, but its promoters must be ready to bear the whole cost, since, though the people do not prevent their girls from going to school, still they do not care about having them educated, and so would not pay money to obtain that end. He goes on to say that in all parts of the district there are numbers of private classes of from 6 to 20 boys, kept up by an imperfectly educated class of people. "Nearly the whole of the population of Kamrup are followers of Vaishnavism, and, from the very nature of their forms of worship and religious and social observances, the reading or hearing of their religious books forms an essential part of their life." "It is not surprising to see shopkeepers, chásús, and even mánjhis, reading their sacred books at intervals of their work." "In these classes nothing beyond mere reading is attempted, and they are held so irregularly, and conducted on such rude principles, that they must be greatly altered before any great benefit can result from them." The number of these reading schools the Deputy Inspector estimates at 200, and the number of pupils at 2,000, and he puts down the same number as probably attending 100 new schools started by men of the gurumashay class. I do not know how far his

* Noted in general report.

† Yes; but this percentage is taken on gross population, which includes a great number of people who have no written language.—Commissioner.

‡ The zenana system is certainly not unknown in Asám in the case of adult females; it is on the contrary very rigidly enforced among the well-to-do classes in most parts of Asám, much more so than it used to be some years ago; but poor people, in the case of their female children, or even of their wives, have not the means of carrying it out.—Commissioner.

Reports of Inspectors of Schools

figures are to be relied upon, but I have no doubt he is in the main accurate in his statements. He winds up on this topic by suggesting the expenditure of Rs. 500 a month in the improvement of these 300 schools or classes,* thus :—

200 at Re. 1	=	Rs. 200
100 at Rs. 2-8	=	„ 250
Inspection	„	50
<hr/>		
Total	„	500 per mensem.
<hr/>		

The following table shows the proportion of Hindus and Masalmans attending the schools of Kamrup :—

Number and Description of Schools	Hindu pupils	Musalman pupils	Hindu teachers	Musalman teachers	
1 High School	168	28	9	2	
1 Government Normal School	33	2	1		
6 Government Model Vernacular Schools	225	63	16	1	
1 Aided Higher Class English School	91	1	7		
2 Ditto Middle English Schools	51		3		
3 Ditto Middle Vernacular	90	31	3		
127 Pathshalas	2 850	164	120	7	
5 Girls' Pathshalas	65				
146 Schools	Total	3,588	289	164	12

The Deputy Inspector remarks that Muhammadans do not seem to have availed themselves of our schools in the same proportion as the Hindus; that this does not arise from any reluctance on their part to educate their children, or from any national prejudices or sentiments such as are said to deter their brethren in Bengal, but from their general poverty and backwardness. In fact the Masalmans of Asam, he says, are more like the lowest classes of Hindus, in proof of which he mentions the fact that *amir* is unknown to them as a body. He thinks that the Persian school in Gowhatty and the Persian class in the high school, and the dozen or so maktabas in the mofussil, fully meet the wants of the Masalman population of Kamrup. At first sight it would seem that he was not correct in speaking of the “general poverty and backwardness” of the Masalman population, since the above table shows the remarkable fact that in the higher and middle class schools in the district the proportion of Hindu to Masalman pupils is only 5 to 1 (while the Hindu population is more than 11 times the Muhammadan); but from a reference to the tables of social position we find that of the 287 Masalman pupils only 37, who are found in the high school and middle class schools, belong to the middle classes, and the rest to the lower classes.

THE HIGH SCHOOL.—The Government grant to this institution was reduced during the year from Rs. 12,000 to Rs. 9,000. To meet this reduction the rates or fees of all classes were raised,† one English teacher was provided for elsewhere, certain minor charges (such as library and prize-money) were reduced, and the law lecturer is paid no longer from the general fund, but has to be content with what he can make from the fees of the law students.

The establishment now consists of eight English masters, a law lecturer, a surveying master, two pandits, and a maulavi. The surveying teacher was sanctioned for the school during the year under report, and the class is now attended by nearly 100 lads. A Persian class was also opened for the good of the Masalman students, and it is attended by 28 boys.

* Inspector has been asked to report separately on this matter.—Commissioner

† I know that it is the wish of Government to reduce the fees in Government schools as much as possible, especially in the junior classes. The Commissioner of Asam also has remarked upon the seeming unfairness of having Rs. 200 out of Rs. 300 paid in salaries of the head and second masters who teach the senior classes, consisting of some 10 to 15 boys, while the fees subscribed by the junior classes far exceed the others. This does no doubt appear anomalous; but then when we consider that without keeping the rates of fees as they are at present the schools cannot be retained on their present footing, and further when we consider that the present boys in the higher classes had themselves been subject to a similar imposition, I do not see that boys of the lower classes can complain. Their turn will come, and I feel sure they would prefer paying the present rates of fees to having them reduced, with the inevitable result that the school itself could not keep up its position as a higher class institution.

Asam Circle—Kamrup.

The annexed table shows the comparative strength and schooling fees of the institution during the last five years.

Year.	COLLEGE DEPARTMENT.			SCHOOL DEPARTMENT.		
	Number of students	Fees and fines.		Number of students	Fees and fines.	
		Rs. A. P.			Rs. A. P.	
1868-69	8	129	0 0	184	2,362	0 9
1869-70	15	315	0 0	193	2,561	9 0
1870-71	17	555	13 6	222	2,723	5 0
1871-72	6	446	5 0	208	2,905	9 0
1872-73	4	308	13 0	199	3,103	5 0

There has been a slight falling off in the school department, attributed by the head-master to the improved condition of village schools. This I do not consider to be the explanation, more especially because I do not believe that the condition of the middle class English schools (which are the schools to which he must refer) has improved during the year. I think that the true explanation is to be found in the enhanced rate of fees, on account of which many boys go to middle English schools who would otherwise have come to the high school. The saving of two or three annas in the month is considered a sufficient reason for going to an inferior school.

THE COLLEGE DEPARTMENT—is in anything but a thriving condition. There is only one student and three respectively in the 2nd and 1st year classes. At the First Arts examination, of five candidates not one passed.

THE LAW DEPARTMENT—is also in a bad state. The number of students has been continually decreasing since January 1872. There are now only four on its rolls. At a meeting of the district committee it was decided to reduce the fees from Rs. 8 to Rs. 5. It is hoped that the number of students will increase now to 10 or 12.

I have noticed the comparatively unsatisfactory condition of the zilla or higher class English schools in my general report

GOVERNMENT MIDDLE CLASS VERNACULAR SCHOOLS.—These are six in number; they were maintained at a yearly cost to Government of Rs. 2,724, and were attended by 300 pupils, of whom 227 were Hindus, 61 Masalmans, and 12 of other creeds. Thus at these schools the Hindus were to the Masalmans in the proportion of 7 to 2. The sadr vernacular school is decidedly the best of its class in the district. It had 175 students on its rolls on the 31st March. It sent up 19 candidates to the Vernacular Scholarship examination, of whom 11 passed.

NORMAL SCHOOL.—This school has, since its establishment in 1866, supplied 80 pathsalas with gurus. At the close of the year there were 35 students on the rolls, of whom two were Masalmans. There is a pathsala attached, and in it the gurus that are to be are practised in the art of teaching.

THE AIDED HIGHER CLASS SCHOOL at Barpeta is the only school of the sort in Asám. It receives a monthly grant from Government of Rs. 100. This school succeeded in passing a lad at the last Entrance Examination. Its head-master is a B.A. of the Calcutta University, and he has placed it on nearly an equal footing with the Government zilla schools of Asám. Mr. Campbell, the Assistant Commissioner, takes great interest in the schools of the subdivision, and it is to a great extent to him that the success of the Barpeta school is due.

THE AIDED MIDDLE SCHOOLS of the district are in a bad state: in fact, as I stated in my general remarks on the state of education in my circle, they are barely able to keep their heads above water. The grant-in-aid system must be considerably relaxed in favour of Asám, or these schools must sooner or later go to the wall. A notable exception to the rule is, however, to be found in the Gowhatty Aided Persian Schools, which is attended by 23 Masalman pupils in the Persian, and 27 (Masalmans and Hindus) in the vernacular department. Of the 50 on the rolls, 30 are Masalmans.

PATHSALAS.—The district is now pretty well stocked with these useful little schools: but I feel sure that an addition made to their number would prove most popular, and new ones could be started without difficulty. They are the very class of schools which suit the requirements of the people of Asám, and there is little doubt but that they will “bear fruit an hundredfold.” During the year 82 new pathsalas have been started,—15 under orders of the 31st July, and 67 under those of 30th September.

Reports of Inspectors of Schools.

UNTAIDED SCHOOLS.—While talking to the Rev. M. B. Comfort, of the American Baptist Mission, I came to learn that he had four schools, of which no intimation had been received by either the district committee or the Deputy Inspector. I told him I would feel much obliged if he would give me a little information regarding them, and he was so kind as to give me the following brief account:—

(1) The principal school, which was established by Mrs. A. K. Scott (a lady belonging to the Mission, who has lately gone home,) in January 1872, he calls a Hill Tribe Normal School, its primary object being to prepare teachers—Christian men if available, for village schools. It is entirely supported by funds from America. Boys who come from a distance are allowed to live in the Mission compound, and receive one rupee a week to cover the expense of food and books. The school is opened with reading the Scriptures in Asamese, singing and prayer. Nine young men receive stipends, the remaining 20 pupils are day-scholars. The studies range from those adapted to beginners to suitable reading books, grammar, geography, and arithmetic. The teachers are Mikirs (Christian) who received their education at the Nowgong Mission Normal School. The races to which the youths attending this school belong are—

Garos (Christian)	..	...	...	2
Kacharis	...	...	...	13
Mikirs	...	...	...	2
Hindus	...	...	...	3
Dahies	...	...	...	9

(2) A village school at Pator Kusi in the Beltala mauza. It was started nearly two years ago. The people are nearly all Garos, but have been so long settled in the plains that they use only the Asamese language. The most advanced pupils are now reading Bodhoday in Bengali, the history of Joseph in Asamese, and are learning arithmetic and grammar. The teacher is from Mr. Neighbor's school in Nowgong. Attendance was 20 boys and 2 girls. Race,—20 Garos and 2 Mikirs.

(3) A village school in the Garo Hills south of Bordwar. The teacher is a Christian Garo, formerly connected with the Mission Normal School at Damra in the Goulpara district. The present number, men and women, girls and boys, connected with the school, is 34. All are Garos except one lad, who comes from a Rabha Kachari family.

(4) Another village school opened a few months ago at Wakolpara in the Garo Hills south of Chairgong. It has been commenced under encouraging circumstances. There is already an attendance of 20 Garos. The teacher is a pupil of the Nowgong Hill Tribe Normal School.

I hope Mr. Comfort's application for aid from Government will meet with success, as it is almost solely through these Missions that education can be brought within reach of the Hill Tribes.

As friends in the cause of education in Kamrup, I wish particularly to mention—

Colonel Hopkinson, Commissioner of Asam.

Lieutenant-Colonel Lamb, Deputy Commissioner of Kamrup.

Mr. A. C. Campbell, Assistant Commissioner.

Rev. M. B. Comfort.

Babu Govinda Ram Chaudhuri, Honorary Magistrate.

„ Kamalnath Sarma, Mauzadar, Chairgong.

„ Jakhmihal, Judicial Superintendent, Deputy Commissioner's Office.

Munshi Shakayat Husain, Honorary Magistrate.

Babu Hem Chandra, Superintendent, Judicial Commissioner's Office.

„ Benudhar, Headar.

Thakuri Singha Raja, Beltala.

Note by the Commissioner.—This report is, I think, satisfactory on the whole. The popularity of the pathsalas, and the ease with which they can be established, is a very satisfactory feature.

Assam Circle—Kamrup.

Annual Return of Schools in the Kamrup District for the year ending 31st March 1873.

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	Number of Institutions.	NUMBER OF PUPILS ON THE ROLLS.		Sum of the ages of all the pupils on the rolls on the 31st March.	Average age of pupils on the 31st March.	PUPILS LEARNING					Government grant for the year.	RECEIPTS			COST OF EDUCATING EACH PUPIL.		RATE OF FEES.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
		On 31st March.	Monthly average.			English.	Bengali.	Sanskrit.	Urdu.	Persian.		Assamese.	From Government.	From fees and fines.	From other sources.	Total.	Expenditure.	Cost to Government.	Total cost.	In highest class.	In lowest class.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Higher ... English ...	1	203	183	135.09	2.855	14.21	203	91	168	...	25	...	*10,538	6	2	10,290	3	5	3,412	2	0	13,642	5	5	13,642	5	5	53	0	170	10	11																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
Middle ... Vernacular...	6	330	293	243	3.172	10.37	...	390	9,734	0	0	2,724	0	0	1,525	7	3	20	0	0	4,272	7	3	3,912	15	1	9	3	8	12	11	9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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For Masters... Vernacular	1	35	37	26	6.43	18.37	35	1,452	0	0	1,403	5	10	30	5	5	1,633	14	3	1,433	14	3	57	11	38	12	0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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B.—Schools aided under the grant-in-aid rules—																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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Higher ... Under native managers	1	95	101	83	1.243	13.11	95	71	24	1,200	0	0	1,200	0	0	1,412	3	6	1,098	4	9	8,710	4	3	11	14	136	11	9	2	8	0	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5

D.—Pathshalas sanctioned previous to orders of 30th September 1872, and distributed by the Director, and Pathshalas aided from Diwan Funds.

Reports of Inspectors of Schools.

Annual Return of Schools in the Kachin District for the year ending 31st March 1873—(Continued)

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS	NUMBER OF PUPILS ON THE ROLL		Monthly average attendance	Sum of the fees of all the pupils on the roll on the 31st March	PULL LEAVES				RECEIPTS		COST OF EDUCATING EACH PUPIL		RATE OF FEE*	
	Number of institutions	(On 31st March)			English	Siamese	Unskilled	Native	From Government	From fees for materials	Expenses	(State Government)	In Native classes	In Native classes
E—Pathans or other primary schools supported or aided under orders of 30th September 1872 by the Magistrate—														
Schools for Boys—														
Lower Vernacular	6	111	133	142					89 0 0	600 8 1	192 9 0	11 0 0	53 11 0	0 7 0 10 1
F—Institutions established during the year—														
Grant-in-Aid Schools (B)	2	5	in the case of 1 school only						78 0 0	45 0 0	6 12 0	56 4 0	108 0 0	
Grand Total	14	349	419	460	2	1	2	1	22 85 6	20 53 7	78 12 2	155 14 0	50 11 0	5 11 0 8 4 1
G—Unaided—														
Schools for Boys—														
Lower Vernacular	5	71												
Pathalsalas	5	71												
Tols	4	41												
Makhtats	1	10												
Native Schools	2	80												
Total	14	181												
Schools for Girls—														
Natives	2	80												
Normal Schools—														
For Masters	1	21												
Total of Unaided Schools	14	2205												

* 5 Months at Rs. 1000
7 months at Rs. 700
8 months at Rs. 500
9 months at Rs. 300
10 months at Rs. 100
11 months at Rs. 50
12 months at Rs. 25
13 months at Rs. 12
14 months at Rs. 6
15 months at Rs. 3
16 months at Rs. 1
17 months at Rs. 0
18 months at Rs. 0
19 months at Rs. 0
20 months at Rs. 0
21 months at Rs. 0
22 months at Rs. 0
23 months at Rs. 0
24 months at Rs. 0
25 months at Rs. 0
26 months at Rs. 0
27 months at Rs. 0
28 months at Rs. 0
29 months at Rs. 0
30 months at Rs. 0
31 months at Rs. 0
32 months at Rs. 0
33 months at Rs. 0
34 months at Rs. 0
35 months at Rs. 0
36 months at Rs. 0
37 months at Rs. 0
38 months at Rs. 0
39 months at Rs. 0
40 months at Rs. 0
41 months at Rs. 0
42 months at Rs. 0
43 months at Rs. 0
44 months at Rs. 0
45 months at Rs. 0
46 months at Rs. 0
47 months at Rs. 0
48 months at Rs. 0
49 months at Rs. 0
50 months at Rs. 0
51 months at Rs. 0
52 months at Rs. 0
53 months at Rs. 0
54 months at Rs. 0
55 months at Rs. 0
56 months at Rs. 0
57 months at Rs. 0
58 months at Rs. 0
59 months at Rs. 0
60 months at Rs. 0
61 months at Rs. 0
62 months at Rs. 0
63 months at Rs. 0
64 months at Rs. 0
65 months at Rs. 0
66 months at Rs. 0
67 months at Rs. 0
68 months at Rs. 0
69 months at Rs. 0
70 months at Rs. 0
71 months at Rs. 0
72 months at Rs. 0
73 months at Rs. 0
74 months at Rs. 0
75 months at Rs. 0
76 months at Rs. 0
77 months at Rs. 0
78 months at Rs. 0
79 months at Rs. 0
80 months at Rs. 0
81 months at Rs. 0
82 months at Rs. 0
83 months at Rs. 0
84 months at Rs. 0
85 months at Rs. 0
86 months at Rs. 0
87 months at Rs. 0
88 months at Rs. 0
89 months at Rs. 0
90 months at Rs. 0
91 months at Rs. 0
92 months at Rs. 0
93 months at Rs. 0
94 months at Rs. 0
95 months at Rs. 0
96 months at Rs. 0
97 months at Rs. 0
98 months at Rs. 0
99 months at Rs. 0
100 months at Rs. 0

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Kamrup for the year ending the 31st March 1873, according to tl. Occupation, Profession, or Trade of their Parents or Guardians.

(In filling up this return the highest social position is to be entered, whether a claimant may have made higher heads. The entries are to be made in the blank columns below the several headings.)

Institution	Religion	Caste				Total
		High	Medium	Low	Untouchable	
Government High School	Hindu	1	1	1	1	4
Government Vernacular Middle School	Muslim	1	1	1	1	4
1 Aided Higher Class School	Hindu	1	1	1	1	4
2 Middle Aided English School	Hindu	1	1	1	1	4
3 Middle Aided Vernacular School	Muslim	1	1	1	1	4
182 Path-shalas	Hindu	1	1	1	1	4
Total		5	5	5	5	20

Reports of Inspectors of Schools.

LOWER CLASSES (FIFTY OR THE MASSES)

	Service, Government	Private	Employed	Agriculture	Trade	Handicraft	Skilled labour	Common labour	Miscellaneous	Total of the lower classes or the masses
1 Government High School, Gowhaty	5	4	2	12	7	1	1	1	1	33
1 Government Normal Class	5	1								10
6 Government Vernacular Schools	7	2	3	16	21	1	1	10		172
1 Aided Higher Class School	4	1		16	15	1		1		39
2 Middle Aided English schools	2	3		11	2	1				12
3 Middle Aided Vernacular Schools	6	5		11	4			2		37
33 Pathshalas	26	41	3	200	151	5	7	77	3	2760
	6			70	2	1				104
Total 140 Schools	13	55	9	238	37	18	5	90	4	3125
	3	1		73	2	1		1		250
GRAND TOTAL	63	70	9	251	39	19	13	91	2	3461

Summary

Total of Masters

	Hindus	Muslimans	Christians	Others	Total
Pupils belonging to the Middle Classes	463	85	6		67
Ditto ditto Lower	3125	250	1	5	3481
Total	3588	288	7	5	3888

Hindus	164
Muslimans	12
Christians	1
Total	177

Reports of Inspectors of Schools.

RETURN OF RACE

Return of Race of Pupils of all Schools in District Kamrup on 31st March 1873.

[illegible]

• They should be Vergrün

Asam Circle—Kamrup.

Return showing the Class of Instruction at all the Schools in District Kamrup in the month of March 1873

	No. of pupils in the school or 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE			
		Children who have reached the 3rd class of a vernacular school and are prepared for the 4th class	Children who are in the 3rd class of a vernacular school and are prepared for the 4th class	Comparing pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage			
		1	2	Can read write and understand easy sentences in their mother tongue		Cannot read write and understand easy sentences in their mother tongue	
		Boys	Girls	Boys	Girls	Boys	Girls
1 Government High School	203	11	102				
1 Government Normal Class	35		35				
6 Government Middle Vernacular Schools	300		83	152		0	
1 Aided Higher School	95	8	16	34		37	
2 Aided Middle English Schools	54		18	22		14	
3 Aided Middle Vernacular Schools	130		20	66		35	
127 Boys Pathshalas	3087			1828		1261	
3 Pathshalas for Girls	65				37		28
GRAND TOTAL	3960	40	343	2100	37	1412	28

Statement of Schools under inspection in Kamrup District, showing cost of Education, &c

CLASS OF SCHOOLS		Number of institutions	to the average at cost of	Cost to Government		Cost of EDUCATING TEACHERS		Number of pupils on	
				Rs A P	Rs A P	To Government	Total cost	Rs A P	Mean pupils on roll
Government	Higher School	1	133	10 3 5	13 612 5 5	73 0 1	70 10 11	168	28
	Normal School	1	37	1 403 5 10	1 403 4 3	37 11 10	8 12 0	3	2
	Middle Schools	6	29	27 4 0 0	7 812 1 1	9 8	12 11 9	7	63
Aided	Higher School	1	103	1 200 0 0	3710 8 3	11 14 1	33 11 9	94	1
	English Middle Schools	2		3 1 0 0	718 6 3	5 10 2	12 9 8	74	
	Middle Vernacular Schools	3	11	450 0 0	90 0 0 0	3 10 0	7 4 0	31	31
Pathshalas for Boys		127	2739	3 843 8 0	5 07 11 9	1 6 7	1 13 6	8	164
Girls Pathshalas		3	67	336 0 0	1 0 0 0	7 0 3	6 13 10	67	
Total		140	3644	20 508 7 7	20 727 13 0	7 10 9	8 3 7	3588	208

Reports of Inspectors of Schools.

DORANG.

During the year 1872-73 the number of schools in the district has increased from 31 to 66. The 35 new schools are pathshalas, 15 and 20 of which were established under orders of July 31st and September 30th respectively.

The following table shows how the schools stood on the 31st March 1873 as compared with their standing on the same date in 1872:—

CLASS OF SCHOOLS	Number of schools.		Number on rolls 31st March	Number on rolls 31st March	Increase
	1871-72	1872-73	1871-72	1871-72	
Higher Class School	1	1	15	46	1
Government Middle Class Vernacular Schools	2	2	81	130	46
Aided Middle Class Schools	3	3	91	103	12
Pathshalas, including Girls' classes	8	45	147	1124	977
Mission Schools	17	17	303	305	9
Total	31	66	370	1,768	1,038

The Higher Class School referred to in the table is the Government zilla school. I find that in the report for 1868-69 it was classed as a Government Middle Class School, but that since then it has been called a higher class one, and I think with justice, considering that it teaches up to the University Entrance standard. The number of boys on the rolls is still very small. This is owing chiefly to the fact that in the whole district there is only one middle class English school to serve as a feeder to it, and it operates very little in this respect, in consequence of its being situated much nearer the High School than to Tezpur, and thus the majority of its students make their way to Gowhaty.

The zilla school was so far successful in its work as to pass one boy at the Entrance Examination. The result of this success will probably show itself in an increase in the number of its students.

The monthly average attendance is very low (this might be said of all the zilla schools in Asám), and Major Graham, the Deputy Commissioner, to try and improve the school in this respect, has promised a silver pencil-case as a reward to the boy who shall have been most regular in his attendance during the year.

The cost to Government of educating each boy in this school was Rs. 51-1-2, out of a total cost of Rs. 61-8-5.

There are two Government Middle Class Vernacular Schools. Neither of them are really good schools, as their want of success at the last vernacular scholarship examination clearly shows. I think the head-master of the sdr vernacular school is not qualified for his post, and I have warned him to be prepared to stand an examination in the course of the next few months, stating that his retention in his present post will depend upon his answering. He and the second master have been quarrelling too, and if this be allowed to continue, the effect must necessarily be injurious to the school. The redeeming feature is that the number on the rolls has increased from 54 to 91. This has caused the addition to the establishment of a third master on Rs. 7.

The building occupied by this school was inconvenient and difficult of access, and so has been sold, and it is proposed to build a pakka house, which will cost about double the amount (Rs. 1,000) obtained from the sale of the old one. Application for the additional money has been made to Government, and it is hoped that it will be forthcoming.

AIDED MIDDLE CLASS ENGLISH SCHOOL.—At Mangaldai there is a very good school of this class, but, as is the case with almost all aided schools in these parts, its continued existence is uncertain. It is mainly supported by the European residents of the sub-division, and were they to leave, or to withdraw their subscriptions, the school must collapse. Mr. R. Fisher, the present Secretary, deserves the greatest credit for his exertions in its behalf.

The receipts of the school during the last two years have been—

Source.	1871-72.			1872-73.		
	Rs.	A.	P.	Rs.	A.	P.
Government grant	480	0	0
Fees and fines	258	9	0
Subscriptions and donations	492	7	9

Asam Circle—Dorang.

The Aided Vernacular Schools are two in number; they are not favorably reported on. One of them gets only Rs. 6-8 from Government, and as it partakes more of the nature of a pathsala, the Deputy Inspector proposes its being allowed to prepare candidates for the primary scholarship examination. This, I say, cannot be allowed, the primary scholarships being designed as encouragement to purely primary schools.

Agree with Mr. Martin
—Commissioner.

PATHSALAS.—Thirty-eight new pathsalas have been opened (one for girls), so that now in Dorang there are 43 primary schools—20 in the head-quarters division and 23 in the Mangaldai sub-division. The number on the rolls, as we have seen in the table given above, was 1,124. The Deputy Commissioner writes:—

“In appointing teachers the plan adopted was as far as possible to get persons who resided on the spot. Many are not, as may be imagined, very efficient, and a good deal of wedding will have to take place when, either by reason of training in normal classes, or by other means, more suitable persons can be obtained.”

There is no normal or training school in this district, and without one I fear the new pathsalas cannot hope to get very efficient teachers. On this subject the Deputy Commissioner writes:—“A training school for teachers is much wanted in the Dorang district, and the Deputy Inspector asks for a monthly grant of Rs. 50 for the establishment of a school of this kind in the Mangaldai sub-division. The subject appears worthy of consideration.”

GIRLS' SCHOOLS.—“Of the state and future prospects,” I quote from the Deputy Commissioner's report, “of female education, the view is not cheering. There are four schools of this description, one of which is near Tezpur, and is attended by the children of Native Christians; of the other three, one is in Mangaldai, and two in the head-quarters division. Our efforts in this direction are decidedly not appreciated; and beyond in some degree familiarizing the native mind with the idea of female education, it is doubtful if much good is done.” One of these schools does not appear in the annual return of schools, but its 10 girls are put down as attending the mission pathsalas. The three schools classified as pathsalas are taught either by teachers of middle class vernacular schools or by pathsala gurus, who keep them up and induce the girls to attend them in order to secure the Government grant.

On the subject of *indigenous education*, the Deputy Inspector reports that if there is any, it is only such as is referred to in the Nowgong district under the name of “family teaching.”

MISSION SCHOOLS.—There are this year the same number of Mission schools as in the year 1871-72. One of these is a normal school kept up entirely at the expense of Government. In fact all these Mission schools are supported entirely from imperial funds, thus differing from those which are in the hands of the American Baptist Mission for the diffusion of education in the country. These Kachari schools under the Rev. Mr. Endle (S. P. G., Asam Church Mission) ought more properly to be called Government schools than aided ones. Mr. Endle writes:—“The instruction given in these schools is of course of the most elementary character, and limited almost exclusively to the Asamese language and the publications of the Sibsagar press. Various elementary catechisms—Dr. Barth's Bible Stories, natural philosophy, dictation, and the four fundamental rules of arithmetic, form the staple of the teaching. The teachers have with very few exceptions passed through the station training school. They are paid at rates varying according to merit, length of service, &c., from Rs. 5 to Rs. 9. Each teacher keeps his own school premises in due repair with aid from his pupils, so that no portion of the public grant is spent on this work. Indeed when an application is made to open a new school in the interior of the district, I usually require the village headmen and others to put up the requisite school-sheds as a proof of their being in earnest.” I think we would do well to take a leaf out of Mr. Endle's book by following his example of testing the earnestness of villagers who apply for a pathsala grant. I have sent a copy of the paragraph to all Deputy Commissioners, requesting them, if they think the plan a good one, to direct Deputy Inspectors to act accordingly in future.

PROMOTERS OF EDUCATION.—I wish particularly to mention Major Graham, Deputy Commissioner; Captain Boyd, Assistant Commissioner; R. A. Fisher, Esq., Extra Assistant Commissioner; Rev. S. Endle, S. P. G. Mission; Dr. Imthurn, the late Secretary, Local Committee of Public Instruction; C. Bruce, Esq.; J. D. Bruce, Esq.; Babu Harabilas Agarwala.

Asam Circle—Dorang

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Dorang for the year ending 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

		MIDDLE CLASSES OF SOCIETY										TOTAL OF THE MIDDLE CLASSES	
		142 those below the Upper Classes and above the Lower Classes and whose chief social position is derived from Government Service											
		Government Service			Estates			Professions			Trade		
		Officers of salaries of Rs. 200 and less than Rs. 50 a month	Officers of salaries of Rs. 50 and less than Rs. 100 a month	Officers on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	Others on salaries of Rs. 20 and less than Rs. 50 a month	
1	Government Zilla School	1	11	4	3	3	3	1	1	1	1	12	
	Hindus	1	11	4	3	3	3	1	1	1	1	12	
	Others												
	Hindus	1	1	7	8	10	10	6	6	3	1	39	
	Masalmans												
	Others												
	Hindus		3	10	1	1	1	4	4			31	
	Masalmans												
	Hindus			1				1	1			2	
	Others												
	Hindus		1	2	7			1	1			10	
	Others												
	Hindus		1	14	7			9	9	4	5	38	
	Others												
	Hindus												
	Others												
	Hindus												
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Asam Cuck—Dorang.

RETURN OF RACE
Return of Race of Teachers of all Schools in District Dorang on the 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL				2 AIDED MIDDLE ENGLISH SCHOOL				3 AIDED MIDDLE VERNACULAR SCHOOLS				43 PATHSALAS.				17 MISSION SCHOOLS				TOTAL 66 SCHOOLS.				GRAND TOTAL
	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams			
HINDUS—																									
Brahmans	2	1	1	1	1	1	1	1	1	1	1	1	17	1	1	1	1	1	1	5	23	1	28		
Vaidyas																				2			2		
Kayasthas	1											1	10							2	21		23		
Other castes above the lowest													1	5						6			6		
Domes, Chudals, Harris													1							2			2		
Total of Hindus	3	1	1	1	1	1	1	1	1	1	1	1	33	6	1	1	1	1	1	9	22	1	61		
MUHAMMADANS—																									
Sunis													3							3			3		
CHRISTIANS—																									
Protestants														12							12		12		
OTHERS																									
GRAND TOTAL	3	1	1	1	1	1	1	1	1	1	1	1	41	16	1	1	1	1	1	9	67	1	77		

Reports of Inspectors of Schools.

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Darrang on the Rolls on 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL				2 GOVERNMENT MODEL SCHOOL				3 AIDED MIDDLE ENGLISH SCHOOL				4 PATHSALA				5 MISCELLANEOUS SCHOOLS				TOTAL OF SCHOOLS						GRAND TOTAL	
	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams	Neopahs	Assams	Brahmins	Assams		Neopahs	Assams
HINDUS—																												
Brahmins	5	10																										
Khetris or Kshetris			1																									
Vaidyas																												
Kayasthas	2																											
Nabaks																												
Kaibartas																												
Other castes above the lower																												
Domes, Clundals, Hars																												
Total of Hindus	7	30	1	115	5				6	97		50		101														
MUSLIMANS—																												
Sep. 3																												
CHRISTIANS—																												
Protestants																												
OTHERS																												
GRAND TOTAL	7	30	3	120	5	2	3	6	40	2	52	5	1105	10	2	1	1	183	227	13	1	1486	5	245	1	5	2	1788

REMARKS.—This table differs slightly from the Return of Schools in and out of It shows the Hindus to be 1000 and others to be 788 more than in the other statement

Asam Circle—Dorang.

Return showing the Class of Instruction at all the Schools in District Dorang in the month of March 1873.

	No of pupils in the school on the 31st March 1873	LOWER STAGE	MIDDLE STAGE	PRIMARY STAGE			
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school in the University of the United States. Well prepared pupils are usually two years in this stage	Comprising all pupils who are not enumerated in the other columns numbered 1, 2, 3, 4. Well prepared pupils are usually four years in this stage	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage			
		1	2	3		4	
		Boys	Boys	Boys	Girls	Boys	Girls
1 Government Zilla School	46	2	18	25		1	
2 Government Middle Vernacular Schools	130		5	105		20	
1 Aided Middle English School	48		5	40		9	
2 Aided Middle Vernacular Schools	55		5	38		12	
43 Pathshalas	1124			553	0	533	32
17 Mission Schools	385			200*	2	175*	8
GRAND TOTAL	1789	2	33	961	8	744	40

* In round numbers

Statement of Schools under inspection in Dorang District, showing cost of Education, &c

CLASS OF SCHOOLS	Number of institutions	Monthly average attendance	Cost to Government	Total cost	COST OF EDUCATING EACH PUPIL		Hindu pupils on rolls	Mahomedan pupils on rolls
					To Government	Total cost		
			Rs A P	Rs A P	Rs A P	Rs A P		
Government Higher School	1	50	2,553 10 7	3,076 4 10	51 1 2	61 8 5	40	1
" Middle Schools	2	111	720 0 0	819 2 7	6 7 0	7 6 2	120	5
Aided English Middle School	1	15	480 0 0	1,145 0 0	10 10 8	26 5 4	43	5
Vernacular Middle Schools	2	53	539 0 0	516 0 0	13 10	9 11 8	50	
(Mission) Primary Schools	16	359	1,200 0 0	1,300 0 0	3 5 5	3 10 9	121	
(Mission) Normal School	1	15	600 0 0	600 0 0	40 0 0	40 0 0		
Pathshalas for Boys	40	927	922 9 6	1,131 14 6	0 15 11	1 3 6	1,015	11
Pathshalas for Girls	3	30	108 0 0	215 2 0	5 8 8	5 15 10		
TOTAL	68	1,596	6,912 4 1	8,463 7 11	1 5 6	5 6 10	1,389	10

Reports of Inspectors of Schools.

NOWGONG.

This district ranks next to Kamrup in point of education.* There are three Government institutions (the zilla school, the sadr vernacular school, and the normal school); one middle class English school, aided; five middle class vernacular schools, aided; sixty path-salas for boys and two for girls; one unaided night school; and eight schools receiving aid from Government, which are under the management of the American Baptist Mission, making in all a total of 80 schools with 2,356 pupils. The cost of education of each pupil per annum came to Rs. 5-11-2, of which Rs 3-11-8 came from Government.

On the rolls of the ZILLA HIGHER CLASS SCHOOL there has been a slight falling off in the number of students, viz. from 95 to 93. When I inspected this school the head-master showed me a list which he had drawn out of boys who had left the school from different classes on obtaining appointments in the district. I wrote to him for the list, and I am happy to say he still had it by him. I think it very interesting, as it shows pretty well the class of men which we can expect to get in Asám for posts of a monthly value of from Rs. 90 to Rs. 20. It also, I think, accounts to a great extent for the small number of students which we find in the higher classes of the Asám zilla schools. Here in Asám we find a boy in the 1st class of a zilla school selected for a post of Rs. 25 a month, and afterwards obtaining an appointment at Rs. 90. The list alluded to is given below:—

NAMES	From what class	Appointmēt	Salary	Present position
Lakshmi Kanta Das	1st class	Writer to the Civil Surgeon	80 0	Police Sub Inspector Doring
Matha Ram Sarma	Ditto	Teacher Khatibari school	20 0	
Durga Ram Phukan	Ditto	Ditto, Furam, adun school	25 0	Registrar's clerk Nowgong
Som Nath Kalita	Ditto	Ditto Ghish Bibija "	20 0	Tea-planter's clerk, ditto
Gourmuth Sarma	Ditto	Ditto Row's school	20 0	
Guzna Ram Kavot	2nd class	Ditto Nannai "	20 0	
Siddhew Goswami	1st "	Officiating 1st teacher, zilla school Nowgong	25 0	Officiating Head Assistant, Deputy Commissioner's Office, Nowgong
Gopal Chandra Das	Ditto	Teacher Dighalibari school	20 0	Writer, Deputy Commissioner's Office
Hiteswar Sarma	Ditto	Clerk Executive Engineer's Office	37 6	Bank build overseer
Makmal Hazrika	Ditto	Mauzadar	35 0	
Bhaya Nath Goswami	2nd class	2nd clerk, Nowgong Post Office	20 0	Gowhatti Post Office
Jagannath Mohanta	Ditto	Jail writer Nowgong	30 0	
Nara Nath Mohanta	1st class	Mauzadar	30 0	
Bisw Janan Das	2nd	Tea-planter's writer	20 0	
Har Kanta Bhaya	2nd	Munsiff's Nazim Nowgong	25 0	Munsiff's moharir Nowgong
Nara Nath Das (II)	1st	Writer to the Extra Assistant Commissioner Doring	33 0	
Krishnam Das	Ditto	Apprentice Deputy Commissioner's Office		Officiating Accountant, Nowgong

There are six classes in this school. The highest teaches up to the Entrance standard. One boy appeared at the Entrance Examination. He failed, only however in one subject, — Sanskrit.

The members of the former local committee conducted the annual examination of the school, and reported satisfactorily on the progress made during the year.

There is a capital library attached, with some very valuable books, which are frequently used both by the teachers and the boys.

The head-master is a most worthy old man, exceedingly conscientious and hard-working, but is, I fear, already past work. He will be entitled to pension in a short time, and I understand that the district committee intend to call upon him to retire. I am of opinion that this should be done; it is required for the good of the school.

* And because next to Kamrup it is nearest to Bengal, or, if not more so than Doring, has more of the Bengali element in it — Commissioner

Asam Circle—Nowgong.

GOVERNMENT NORMAL SCHOOL.—"There were," writes Major Sherer, Deputy Commissioner of Nowgong, "at the close of the year under report 18 students, against 19 on the roll of the previous year. Fourteen students were sent out as teachers from this institution during the past year to open village schools in the interior of the district."

Of the 18 students, eight hold stipends of Rs. 4 a month, the remainder are taught free. All stipendiaries and free students agree to serve as village teachers for three years.

The pandit, Dinabandhu Tarkalankar, is a very superior man, as well in manner and demeanour as in education, and I feel sure great dependence may be placed in him.

The only GOVERNMENT VERNACULAR SCHOOL is that situated in the sadar station. Of it the Deputy Commissioner writes—"This is a thriving institution, and it is highly valued by the people." It was the most successful school in the circle at the vernacular scholarship examination, since all its candidates, ten in number, passed. I have a very high opinion of the head-pandit, Babu Bhiday Nath Das, and he is ably assisted by the other pandit.

There is one Middle English School aided in the district, and five Middle Vernacular Aided Schools. None of these are really good schools of their class. The Deputy Commissioner, writing of the grant-in-aid system, says:—

"This system, fettered as it is with the conditions of local income, is not altogether suited to the requirements and conditions of the people of the district; the number of schools of this class is in consequence diminishing." One boy only from the five vernacular schools passed the scholarship examination. The best of these schools is the one at Purani Godam, with 41 pupils, of whom 28 are Masalmans. "The Muhammadan community,"* writes the Deputy Inspector, "will be highly thankful to Government if they can obtain a Persian teacher for their children."

These schools, though not really good ones, have been useful in supplying many of the new primary schools with very good teachers.

PRIMARY SCHOOLS.—At the close of the year there were 62 pathshalas in existence; of these 15 were started before the 31st March 1872, since then 15 were opened under orders dated 31st July 1872, and the remainder under orders of the 30th September 1872.

Some pathshalas in this district contain more than 50 boys, and Major Sherer is of opinion that sanction should be obtained from Government to the entertainment of a 2nd teacher for such schools on a monthly salary of Rs. 3 per mensem.

The Deputy Inspector advocates the addition of gymnastics to the teaching in pathshalas. He says a friend of his is of opinion that a pathsala, with a little drill and gymnastic exercise, would constitute the true foundation of the future regeneration of the country† "If the system be matured and developed gradually, Bengal may one day, like Prussia, boast of her bold and intelligent peasantry." Though I have no doubt that the practice of gymnastics would have a most wholesome effect upon the youth of India, still I fear that the day is far off when the Bengal peasantry will bear comparison with that of one of the finest nations of Europe.

INDIGENOUS EDUCATION.—It is reported that there are a few private pathshalas which are attended by the poorer and lower classes of the village communities. The Deputy Inspector says he could find only rare instances of a Kākati teaching a few boys and receiving from them as compensation a little rice, milk, fish, &c, or employing their labour in his fields at the sowing and harvest times. "Generally a mohanta teaches his sons to read puthies, and a mauzadar teaches his son reading, writing, and arithmetic. A few boys of the neighbourhood sometimes join the sons of such men, and learn with them what they are taught by their fathers. Beyond this family teaching, if I may so call it, there is no trace of indigenous education." Even this "family teaching" has, I understand, been to a great extent superseded by the pathshalas, which have been working in the district for the last ten or twelve years.

Before Government had sanctioned the allotment of scholarships for primary schools, a beginning had been made in this direction in Nowgong. On the occasion of the sad death of the late Viceroy, Lord Mayo, the native community, of their own accord, called a meeting with the view to do something that would ensure his Lordship's memory being cherished in respectful but sincere remembrance by them. Rs. 600 was subscribed, and from the interest of this amount three annual scholarships, called *Mayo Stipends*, were founded, to be competed for by pathsala boys only. A general examination was held, and these new scholarships were awarded to the most deserving.

FEMALE EDUCATION.—There are two girls' schools in the district. One of them is that very successful one in the sadar station so ably managed by Miss Bronson. I alluded to this school in my general remarks. The other is at Purani Godam, and is attended by 16 Masalman girls, who read Asamese and the "Koran."

* Of Purani Godam

† Nonsense.—Commissioner

Reports of Inspectors of Schools.

In addition to the schools mentioned above, we have the American Baptist Mission Schools, otherwise called the Hill Tribe Schools. Though so called, they are not solely attended by these races. Out of 230 boys, 168 are of the hill tribes, the rest being Asamese. The normal school is attended by 48 lads, 20 being Asamese, 5 Kacharies, 13 Mikirs, and 10 Garos. Twenty of these boys of the hill tribes are supported by the Mission by means of subscriptions, mostly from America; and with all in the school there is an understanding that they are to engage in educational work among their own people when considered qualified. I visited this school, and was much pleased with it. I thought it was almost a mistake, however, teaching a smattering of English to such of the students who expressed a wish to learn it. They will never be called upon to teach it, and when they go back to their native wilds, they are sure to forget the little English they may have picked up, and that in a much shorter time, and with much less trouble, than it took them to acquire it. The other schools are in the hills. The Superintendent, the Rev. R. E. Neighbor, says he has endeavoured, by the appointment of competent teachers and by visitation of the schools, to increase their efficiency as much as possible; and he believes they have been doing as good work as can be expected, and will compare favorably with other schools of the same grade in the province.

I am sure these schools are most useful, and I trust that when the new rules come out for grants-in-aid, the support now given to them will be continued.

There is no doubt but that this district has plenty of prizes offered in competition to its youths; for in addition to the several Government scholarships, Major Sherer gives an annual prize to the zilla school; Babu Bhola Nath Das gives yearly Rs. 25 as reward to such boys of the vernacular schools as draw good maps of Asám; and then there are the "Mayo stipends."

As friends of education to whom the thanks of the department are particularly due, I would mention—

Major Sherer, Deputy Commissioner.

Miss Bronson.

Rev. R. E. Neighbor.

Babu Bhola Nath Das.

Ray Gunabhiram Baruya, Bahadur.

Asam Circle—Nongong.

Annual Return of Schools in the Nongong District for the year ending the 31st March 1873

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	NUMBER OF PUPILS ON THE ROLLS		PUPILS LEARNING			RECEIPTS			COST OF EDUCATION EACH PUPIL		RATE OF FEES.						
	On 1st March	Monthly average	Sum of the amount of all the pupils in the rolls on the 1st March	Average amount of pupils in the district on the 1st March	English	Burmese	Assamese	From Government	From private and fees	Total	Expenditure	(Cost to Government)	Total cost	Number of institutions	In highest class	In lowest class	
A Government Institutions																	
Higher Vernacular	1	9	0	0	1,505 53	146 11	0	0	0	24 0 0	1,200 12 1	345 12 0	345 12 0	2 1	0 40 1 6	1	18
Middle Vernacular	1	18	1652	3,204 20	108 9 4	15				38 0 0	38 13 4	118 10 3	118 10 3	2 14	0 6 1 1 4	1	0 5
For Masters Vernacular	1	18	1417	275	376 20 4	18				1 0 0	1,002 12 1	8 12 0	11 1	10 12	8 1 6 2		
Total for Government Schools	3	26	2703	5,281	3 34 12 0	34				4 0 0	1,271 9 0	127 11 5	7 5 0	14 8 7 1 5 9		1	19
B—Schools aided under the grant-in-aid system																	
Schools for Boys—																	
Middle English under Native managers	1	23	2225	140 25	224 0 0	25				1 0 0	56 1 0	123 15 0	300 0 0	0 0 0	8 2 11 16 5 10		0 6
Middle Vernacular under Native managers	5	173	1605	177 63	1,855 31	170				7 0 0	349 7 6	342 4 6	1 43 0	0 0 0	4 3 5 8 7 1		0 4
Lower Vernacular under Missionary bodies	7	149	1401	168 3		14				0 0 0	64 4 0	15 0 0	631 4 0	0 0 0	3 1 2 3 5 2		
Normal School—																	
For Masters under Missionary bodies	1	48	172	1940		6 48				0 0 0	140 0 0	111 10 0	173 10 0	1 0 0	3 2 12 9		
Total for grant-in-aid Schools	14	51	2225	1,405	2,224 10 0	11 305				2 27 8 0	2,183 1 0	445 8 1	1 34 13 6	4 1 14 2 0	0 5 10 12 4		0 6
D—Pathshalas sanctioned previous to orders of 24th September 1872, and distributed by the Director, and pathshalas aided from reserved funds																	
Schools for Boys—																	
Lower Vernacular	30	846	700 05	12 079 77	0,835 937					1 11 0 0	1,433 2 0	375 4 0	1 38 6 6	1 38 6 6	1 14 5 2 6 4		No return
Schools for Girls—																	
Vernacular	1	16	10	34 46	1 16 72	16				0 0 0	61 0 0	61 0 0	61 0 0	0 13 0 3 13 0 18			
Total for D Pathshalas	31	862	700 05	12 079 77	0,835 937					1 11 0 0	1,433 2 0	375 4 0	1 38 6 6	1 14 5 2 6 4			
E—Pathshalas or other primary schools sanctioned or aided under Circular of 24th September 1872, by the Directorate																	
School for Boys—																	
Lower Vernacular	30	846	700 05	12 079 77	0,835 937					1 11 0 0	1,433 2 0	375 4 0	1 38 6 6	1 14 5 2 6 4			No return
School for Girls—																	
Vernacular	1	16	10	34 46	1 16 72	16				0 0 0	61 0 0	61 0 0	61 0 0	0 13 0 3 13 0 18			
Total for E Pathshalas	31	862	700 05	12 079 77	0,835 937					1 11 0 0	1,433 2 0	375 4 0	1 38 6 6	1 14 5 2 6 4			
F—Institutions abolished during the year																	
Grand in and Schools B Pathshalas D																	
Total of abolished schools																	
Grand Total																	
Schools for Boys—																	
Night Schools under Native managers	1	7	101	1 6 2 6	6 1 1	6				31 8 0	31 8 0	31 8 0	31 8 0	4 8 0			

* The entries in this column are marked all — A

Asam Cuck—Nou gong.

[illegible]

Kind is	9
Not an medals	1
Christians	4
Others	9
Total	<hr/> 23

Sensitivity				
For the original data	For the original data	For the original data	For the original data	For the original data
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20
21	21	21	21	21
22	22	22	22	22
23	23	23	23	23
24	24	24	24	24
25	25	25	25	25
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29	29	29	29	29
30	30	30	30	30
31	31	31	31	31
32	32	32	32	32
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44	44	44	44	44
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51	51	51	51	51
52	52	52	52	52
53	53	53	53	53
54	54	54	54	54
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62	62	62	62	62
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64	64	64	64	64
65	65	65	65	65
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67	67	67	67	67
68	68	68	68	68
69	69	69	69	69
70	70	70	70	70
71	71	71	71	71
72	72	72	72	72
73	73	73	73	73
74	74	74	74	74
75	75	75	75	75
76	76	76	76	76
77	77	77	77	77
78	78	78	78	78
79	79	79	79	79
80	80	80	80	80
81	81	81	81	81
82	82	82	82	82
83	83	83	83	83
84	84	84	84	84
85	85	85	85	85
86	86	86	86	86

Reports of Inspectors of Schools.

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Nongong on the Rolls on 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL		1 GOVERNMENT MIDDLE SCHOOL		1 AIDED MID-LEVEL SCHOOL		5 AIDED MID-LEVEL SCHOOLS		62 PATH SALLAS		1 MISSION SCHOOLS		7 MISSION PRIMARY SCHOOLS		1 UNAIDED NIGHT SCHOOL		TOTAL NO SCHOOLS				GRAND TOTAL OF ALL RACES
	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	Bengalis	Assams	
HINDUS—																					
Brahmins	1		1					15							1		4	16			20
Vaidyas	1																1				1
Kayasthas	1							31					1				2	4			38
Nababaks																		2			2
Other castes above the low, &c								12					2				1	16			17
Domes, Chundala, Haris								1									1				1
Total of Hindus	3		1		1	1	1	56			1	3			1		8	71			79
MUHAMMADANS—																					
Sunnis																		1			1
CHRISTIANS—																					
Protestants												1	1	1					1	2	3
Roman Catholics								1										1			1
Total of Christians								1			1	1	1	1				1	2		4
OTHERS	1	1							1				2		1		5	1	1	2	9
GRAND TOTAL	4	1	1		2	4	1	6	61	1	1	1	3	1	2		13	74	2	4	93

* Out of these 91 is sent in return of ru teachers

Asam Circle—Norgong.

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Norgong on 31st March 1873.

	1 GOVERNMENT ZILLA SCHOOL			1 GOVERNMENT NORMAL SCHOOL			1 GOVERNMENT MIDDLE ENGLISH SCHOOL			5 AIDED MIDDLE SCHOOLS			65 PATH-SCHOOLS			1 MISSION NOB. 7 MISSION PRIMARY SCHOOLS			1 UNAIDED NIGHT SCHOOL			TOTAL 30 SCHOOLS			Grand Total of all Tribes	
	Bengalis	Muslims	Assams	Bengalis	Assams	Others	Assams	Bengalis	Assams	Others	Assams	Muslims	Assams	Bengalis	Assams	Muslims	Assams	Bengalis	Assams	Muslims	Assams	Bengalis	Assams	Muslims		Assams	Others
HINDUS—																										
Brahmins ..	2	11	7	15	11	•	8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vaidyas ..	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Kayasthas and Kalitas	•	37	7	41	4	•	43	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Kalbarthas ...	•	•	•	63	•	•	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Other castes above the lowest	•	23	•	•	7	•	43	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Domes, Chundals, Haris	•	•	4	•	•	•	26	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Total of Hindus	4	70	18	3	22	•	121	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
MUHAMMADANS—																										
Shias ..	•	•	•	•	•	•	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Sunis ..	•	13	•	24	•	•	31	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Total of Muhammadans	•	13	•	24	•	•	31	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CHRISTIANS—																										
Protestants	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Roman Catholics	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Total of Christians	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Others ..	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
GRAND TOTAL	4	1	2	46	23	1	161	7	6	1	51	638	1	631	7	20	13	10	5	31	2	27	60	23	1	5

REMARKS.—This table differs slightly from the return of 1871. The total is greater by 1. The number of Hindus is less by 20, of Muhammadans is greater by 16, and of others is greater by 5. I think this return is probably the more accurate. See for each separate school this table is much less confusing.

• Race not given

† Probably Brahmins

Reports of Inspectors of Schools.

Return showing the class of instruction at all the Schools in District Nongong in the month of March 1873.

	No. of pupils in the School on 31st March 1873	UPPER STAGE	MIDDLE STAGE.	PRIMARY STAGE			
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well-prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns, numbered 1 to 4. Well-prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.			
		1	2	3		4	
		Boys	Boys	Boys	Girls	Boys	Girls
1 Government Zilla School	93	10	61	13			
1 Government Normal School	18		18				
1 Government Middle Vernacular School	158		57	35		66	
1 Aided Middle English School	23		2	7		14	
5 Aided Middle Vernacular Schools	176		28	66		61	
62 Pathshalas	1 687			698	13	93	2
1 Aided (Mission) Normal School	38		7	35		6	
7 Aided (Mission) Primary Schools	143			67		52	
1 Unaided Night School	6		6				
GRAND TOTAL	2 307	10	179	961	13	1 152	1

Statement of Schools under inspection in Nongong District, showing cost of Education, &c.

CLASS OF SCHOOLS	Number of pupils	Monthly average attendance	Cost to Government.	Total cost	COST OF EDUCATING EACH PUPIL				Hindu pupils enrolled	Musulman pupils enrolled
					To Government		Total cost			
					Rs.	A P.	Rs.	A P.		
Government Higher School	1	97	2 454 0 0	3 663 2 9	26	13 9	40	1 6	74	13
“ Middle Vernacular School	1	165	180 0 0	1,006 9 0	2	14 0	6	10 4	129	24
Normal School	1	11	1 002 12 10	1,011 8 10	70	12 8	71	6 2	19	
Aided English Middle “	1	22	180 0 0	360 0 0	8	2 11	16	5 10	22	
Vernacular School	5	170	707 8 0	1,439 0 0	4	3 5	6	7 11	121	32
(Mission) Primary Schools	7	117	676 4 0	691 4 0	3	1 2	3	5 2	31	
“ Normal School	1	51	600 0 0	1 701 16 4	11	12 2	33	0 5	2	6
Pathshalas for Boys	60	1,524	1,819 9 11	2 262 3 2	1	3 1	1	7 8	1,536	92
“ for Girls	2	46	81 0 0	322 0 0	1	11 6	7	1 6		
Unaided Night School	1	7		31 8 0			4	8 0	6	
Total	80	2,237	8 801 3 3	12,580 14 8	8	9 2	5	9 11	1,939	167

Asam Circle—Sibsagar.

SIBSAGAR.

The Deputy Commissioner of Sibsagar writes :—

“In accordance with the Government Resolution of the 30th September 1872, sanction-

* As a matter of fact these 14 pathshalas were established under orders of the 31st July. The Deputy Commissioner probably made this mistake in consequence of his having been consulted by the Deputy Inspector at my instance as to the place where he would wish the schools started. He also was laboring under a misapprehension. He did not understand that the money sanctioned in September 1872 for primary education was to be spent in addition to what had previously been granted. It was not till I saw him, in April, that he took this in. Had he been aware of it earlier, more pathshalas would, I think, have been started.

ing an extra grant of Rs. 800 for primary schools, 14* new pathshalas have been opened at a monthly cost of Rs. 56. More would have been opened, but the difficulty was to obtain teachers, the normal class not being large enough to supply the demand. In addition to this the services of the Deputy Inspector were required in the district of Lakhimpur, and without him it was difficult to select villages where schools should be established, and to procure fit teachers. During this year, however, many more schools will, I hope, be opened, the grant having been largely increased. Already since the close of the year 15† more have been opened.”

† 1 under orders of the 31st July, and 11 under orders of 30th September

“Three primary scholarships were allotted to this district. An examination was held in each sub-division, and one boy was selected from Sibsagar and two‡ from the Golughat sub-division.”

‡ One of these was a boy from an indigenous school.

Writing of the Zilia Higher Class School the Deputy Commissioner reports that there were 133 students on the rolls on 31st March 1873, against 131 on the same day in the year preceding. The average daily attendance was 93, which is the same as in the previous year.

One student went up to the Entrance Examination and was successful.

The school building was destroyed by fire in February 1872. It has been rebuilt by the Department of Public Works. During the interval between its destruction and rebuilding. (December 4), the school was held in the sadr vernacular school-house in the early morning. The library suffered considerable damage from the fire.

There are no permanent changes made in the instructive staff during the year.

This I copied from the head-master's report, but I find it does not agree with his return of social position.

From the head-master's report we get the following classification of the pupils at the school, which is in a somewhat different form

from the statistical return of social position :—

Government servants	..	..	..	..	59
Mauzadars	..	..	..	..	14
Pleaders and Muktears	..	..	..	..	3
Rayats and Cultivators	..	..	..	..	36
Private servants	..	..	..	..	10
Shop-keepers.	..	..	..	..	11
					<hr/> 133

The annual examination of the school was held in December, and the progress made appears from the reports of the several examiners to have been satisfactory.

I here wish to remark that when I visited this school I found that the spelling of the boys was entirely neglected. In a simple passage of some 30 odd words, the average number of mistakes made by each boy in the head class was five, and some boys made as many as eleven mistakes. I found that I had to make the same remark in the visitors' book of the other zilla schools. I ascribe this failing to the want of proper spelling-books, those which are used having simply the words given without the corresponding meanings.

Another mistake made in the teaching of English in the zilla schools of Asám is the omitting to give passages of good English, chiefly prose, to the boys to be learnt by heart. I saw that the Commissioner, &c. in his visit to this school, had remarked upon this, but his hint had not been taken any great advantage of. I therefore directed the head-master to give weekly a passage to be learnt by the students and repeated every Saturday. If such a course as this were pursued in all higher class schools, I believe natives would with very little trouble come to write much more correctly and grammatically than they do; and the complaints about their composition, which are now so common, would be much less frequent. I was not pleased with the manner in which geography was taught in this school. No doubt the boys were able to repeat town after town, river after river, island after island, still when I placed the map of India before the head class, consisting of ten boys, only one of them was able to write down accurately the latitude and longitude of Benares, none of

§ Yes, and I am glad to see that the Inspector has taken a similar view.—Commissioner.

Reports of Inspectors of Schools.

the others seeing that it was necessary to state that the latitude was north and the longitude east. The neglect to instil into boys' minds the necessity of accuracy is a great defect which I find in the teaching of our schools.

Of the two middle class Government schools at the sadr station and at Golaghat, the

Under orders of the 12th May 1873 the Williamson school at Golaghat is going to be started as a middle class vernacular school*. When it is fairly at work, I intend proposing to the district committee to move the model school to Nazira, which is a most important place, and ought to have a middle class school.

former is a very good school of its class. We have already seen that eleven of the fourteen candidates sent up by this school to the vernacular scholarship examination passed. The Golaghat school is not, however, in a satisfactory state, and I am of opinion that the head-pandit is not up to the mark. When I inspected his school I warned him that if I did not learn that improvement was being made, I

should be obliged to recommend the district committee to replace him by a better man. I learn from the Deputy Inspector's report that since its establishment in 1844 not a single boy has passed any of the vernacular scholarship examinations. The only bright side in the picture is that the number of pupils has increased during the year from 58 to 69.

THE NORMAL SCHOOL.—Hitherto, as stated in my general remarks, the number of pupils had been limited to 13. It has now been decided to increase the number to 30, of whom 13 will be stipendiaries, the remaining being free students. Of the 13 pupils last year, eight passed the final examination and became teachers in village schools.

PRIMARY SCHOOL.—During the year under report these have increased in number from 20 with 484 pupils to 33 with 101 pupils. The increase is thus accounted for: 14 new ones were established under orders of the 31st July, and one of the pathsalas, which in 1871-72 was in the Subsagar district, was during the year transferred to Laklumpur. I explained above that the Deputy Commissioner had not understood the extent of the grant sanctioned on the 30th September, otherwise I think many more of these schools would have been established.

INDIGENOUS EDUCATION.—There are eight* purely indigenous schools, from which

* Besides these there are an unaided Mission school and an unaided girls' school.

returns have been received; but it is thought that this number does not nearly represent the total amount of indigenous education in the district. The Deputy Commis-

sioner purposes giving pathsala grants to these schools by way of encouragement. I have only received complete statistical returns from six of these schools.

Five of these eight schools are in the Jorehat sub-division, and Mr. Carnegie, the Assistant Commissioner in charge, writes on the subject as follows:—"The mauzadars reported the existence of 12 indigenous schools in the sub-division, but the Deputy Inspector of schools reports that he could only find 5, and returns have only been received from 4. I, however, saw three such schools which the Deputy Inspector had not found, and have little doubt I could have found the remaining four had I time to look for them. * * *

In addition to these schools a good deal of indigenous education goes on at the different "shusters," or religious establishments, scattered about the country. This is especially the case at the large monasteries in the Majuli. On visiting Kamolabari shuster, I found between 60 and 70 boys who were learning to read and write. At Annihati and Dakhinpat the numbers are still larger."

We may thus safely state that there are 14 indigenous schools in the district, besides a great deal of indigenous education imparted in the religious monasteries, at three of which alone, we may conclude from Mr. Carnegie's remarks, there were upwards of 200 pupils. The eight indigenous schools had 203 names on the rolls, or an average of 25 each;†

† One alone had 85 names on its rolls.

thus we may safely conclude that the 14 were attended by about 240 scholars. These figures, with the 200 in three of the monasteries, would give 440. Probably there are 30 indigenous pathsalas with an attendance of 500, and 300 boys may be found to have been attending at the monasteries. I should not be surprised if these conjectures come even below the truth.

THE WILLIAMSON SCHOOLS.—I am sorry to have to report that at the close of the year 1872-73 these schools had not been started. On the 4th April I addressed a letter on the subject to the Commissioner of Asám, in answer to a call from him for a report for the information of Government. I asked you to procure surveying teachers for the schools, and you selected two men. One of these ultimately made his appearance and joined his appointment at Jorehat on the 13th May. The other, it appears, has thought better of

† He is now coming.

coming to such a distance from his home.† I had thought to procure carpenters from the artisan class in Dacca, but on application to Mr. C. B. Clarke I learnt that there were no men who would suit my requirements. I applied then to Dr. Fallon, and he replied that he could recommend "a very practical carpenter, who is, moreover, an excellent, honest fellow," and that through him he could procure his fellow. But they would only come on certain conditions, one

* Not quite a middle class vernacular school. I do not know about Nazira, it is a large and important place, but so far as I know, only so because it is the head-quarters of the Asám Company, and is filled with their servants and dependents, for whom they may be expected to make all the provision necessary in the way of education.—Commissioner.

Asam Circle—Sibsagar.

of which was that they should not be separated more than one or two miles from each other. This condition, of course, could not be acceded to, since the two schools are 27 miles apart; and I have written to this effect, requesting him to ascertain if they are willing to forego it. This they have refused to do. On the 8th May I applied to Mr. Woodrow to see if he could procure suitable men, such as Chinese carpenters, or, better still, men from the railway workshops at Howrah. Mr. Woodrow does not think he can help me at all. To have a number of irons in the fire at once, I have applied to Lieutenant-Colonel Haig,* Chief Engineer of Irrigation Works, and also to Messrs. Colvin, Cowie, & Co. The latter, I believe, sent up a carpenter to Mr. James, Assistant to the Political Agent, Naga Hills, and Mr. James reports well of him.

I have submitted to the Commissioner a list of surveying instruments and of carpenter's tools, which I think will be required for each school, and have requested him to give me permission to write for them at once, so that when surveying and carpenters are procured, they can begin work at once.† The school-house at Jorehat is really a magnificent building, but is, I think, unsuited for the teaching of carpentry. That at Golaghat, though it cost Rs 2,000 more, is much inferior. I think Captain Blathwayte, the Assistant Commissioner of Golaghat, does not exaggerate in the least when he says that it cost "about double its value." It is not to be compared with the Jorehat school house or with Mr. Blathwayte's own house (in Golaghat).

Since writing the above I find that instead of artizan schools Government has sanctioned the establishment of two middle class vernacular schools at Jorehat and Golaghat,‡ to be supported out of the Williamson bequest, and handicrafts are to be taught in the different public works yards of the province to boys who desire to be acquainted with such works. Scholarships of Rs. 4 to 7 a month are to be given to 12 of these boys. I hope to have these schools started in a very short time.§

I alluded above to a carpentry class which Mr. James has got up in the Naga Hills.|| This I heard of casually, but I have received no returns or statistics regarding it. I understood, however, from Mr. James that it was doing very well, and that the Nagas shewed a kind of natural taste for the work. He also stated that a school for blacksmiths would be well attended, as the Nagas are particularly clever at iron work, making knives and spears, in their own rough way, of a very superior order. The question is would it be wise to teach them to make better weapons of the class, since they are not over particular how they use them upon the human body.

Promoters of Education —

Major A. E. Campbell, Deputy Commissioner; Mr. P. T. Carnegie, Assistant Commissioner; Captain L. Blathwayte, Assistant Commissioner; Captain W. G. Maitland, Assistant Commissioner; Babu Ganga Govinda Sarma, Extra Assistant Commissioner

* His answer, which reached me on the 13th, stated that he could not help me in any way.

† The carpenter's tools are not now required.

‡ Not quite middle class vernacular schools, since the schools are to be specially for the teaching of surveying, mensuration, and drawing.—Commissioner.

§ The Jorehat school was opened on June 23rd, with an attendance of 31 boys.

|| Captain Butler notices this school in his report, it has yet hardly made a beginning.—Commissioner.

Reports of Inspectors of Schools.

Annual Return of Schools in Silsagar District for the year ending the 31st March 1873

NAMES OF THE INSTITUTIONS	NUMBER OF PUPILS ON 31st MARCH	MONTHLY WAGES	NUMBER OF PUPILS IN AVERAGE	SUM OF THE AGES OF ALL THE PUPILS ON 31st MARCH	AVERAGE AGE OF THE PUPILS ON 31st MARCH	PEOPLE IN DISC	RECEIPTS		EXPENDITURE	COST OF EDUCATION IN EACH PUPIL	NUMBER OF PUPILS ATTENDING THE SCHOOLS CLASSIFIED BY SEX AND CLASS	RATE OF FEES	
							GOVERNMENT	OTHER					GOVERNMENT	OTHER
A—Government Institutions—													
Schools for Boys—													
Higher English	1	11	108	10,077	10,077	100	2,000	6	142	6	1,111	2	2
Middle Vernacular	2	20	360	2,900	145	20	102	6	102	0	11	7	24
Normal School—	1	13	20	244	18	1	84	0	1	1	2	6	26
For Masters Vernacular	4	40	400	4,000	4,000	4	400	0	400	0	4	1	1
Total for Government Schools													
D—Pathshalas sanctioned by Government to receive pupils—													
Pathshala for Boys—													
Higher English	3	30	300	3,000	3,000	3	300	0	300	0	3	1	1
Middle Vernacular	2	20	200	2,000	2,000	2	200	0	200	0	2	1	1
Normal School—	1	13	130	1,300	1,300	1	130	0	130	0	1	1	1
For Masters Vernacular	4	40	400	4,000	4,000	4	400	0	400	0	4	1	1
Total for Government Pathshalas													
E—Pathshalas not sanctioned by Government to receive pupils—													
Pathshala for Boys—													
Higher English	3	30	300	3,000	3,000	3	300	0	300	0	3	1	1
Middle Vernacular	2	20	200	2,000	2,000	2	200	0	200	0	2	1	1
Normal School—	1	13	130	1,300	1,300	1	130	0	130	0	1	1	1
For Masters Vernacular	4	40	400	4,000	4,000	4	400	0	400	0	4	1	1
Total for Government Pathshalas													
F—Pathshalas not sanctioned by Government to receive pupils—													
Pathshala for Boys—													
Higher English	3	30	300	3,000	3,000	3	300	0	300	0	3	1	1
Middle Vernacular	2	20	200	2,000	2,000	2	200	0	200	0	2	1	1
Normal School—	1	13	130	1,300	1,300	1	130	0	130	0	1	1	1
For Masters Vernacular	4	40	400	4,000	4,000	4	400	0	400	0	4	1	1
Total for Government Pathshalas													
G—Unsanctioned—													
Schools for Boys—													
Lower Vernacular	1	10	100	1,000	1,000	1	100	0	100	0	1	1	1
Pathshalas	2	20	200	2,000	2,000	2	200	0	200	0	2	1	1
Schools for Girls—													
Under Native managers	1	10	100	1,000	1,000	1	100	0	100	0	1	1	1
Total for Unsanctioned													

* Entries inexplorable—W S A
† Notice of the school was received after I had written my report on the district. It is attended by 100 pupils, 100 boys and 100 girls.
‡ Returns of two of these were received after I had written my report on the district. They are attended by 100 pupils, 100 boys and 100 girls.

Asam Circle—Sibsagar.

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Sibsagar for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

MIDDLE CLASSES (F SOCIETY, and whose chief position is derived from Government Service, Realized Import, Profession or Trade)									
	GOVERNMENT SERVICE			ESTATES		PROFESIONS		TRADE	
	Officers on salaries of Rs. 200 and upwards	Officers on salaries of Rs. 100 and upwards	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100	Officers on salaries of less than Rs. 100
1 Government Zilla School	2	63	27	7	1	1	2	1	72
2 Middle Government Vernacular Schools	3	32	17	16	2	3	3	1	79
1 Government Normal Class	8	7	3	1	1	1	1	1	16
38 Pathshalas	2	7	2	1	1	2	1	1	32
1 Unvaed School for Girls	1	1	1	1	1	1	1	1	1
1 Government Zilla School	1	1	1	1	1	1	1	1	1
1 Government Normal Class	1	1	1	1	1	1	1	1	1
1 Pathshala	1	1	1	1	1	1	1	1	1
1 Unvaed School for Girls	1	1	1	1	1	1	1	1	1
GRAND TOTAL	20	115	59	45	9	71	7	1	394

*Asam Circle—Sibsagar.**Return of Race of Teachers of all Schools in District Sibsagar on 31st March 1873.*

	1 GOVERN- MENT ZILLA SCHOOL		2 GOVERN- MENT MID- DLE VERNACU- LAR SCHOOLS		1 GOVERN- MENT NORTHERN SCHOOL		33 PATH- SABAIAN FOR BOYS		2 PATH- SABAIAN FOR GIRLS		UNAIDED SCHOOL FOR GIRLS		6 INDI- GENOUS SCHOOLS		TOTAL 10 SCHOOLS		
	Bengals	Assams	Bengals	Assams	Bengals	Assams	Assams	Assams	Bengals	Assams	Assams	Bengals	Assams	Assams	Bengals	Assams	Grand Total
HINDUS—																	
Brahmans	1	3	1	1			17						6		2	30	32
Kayasthas	1		2	1	1		9	1	1						5	11	16
Other caste above the lowest							6									6	6
Total of Hindus	2	3	3	5	1		32	1	1				6		7	47	54
MUHAMMADANS																	
Sunns							1									1	1
CHRISTIANS—																	
Protestants								1		1						2	2
GRAND TOTAL	2	3	3	5	1		33	2	1	1			6		7	50	67

Assam Circle—Sibsagar.

*Return showing the class of instruction at all the Schools in the District of Sibsagar
in the month of March 1873*

	No. of pupils in the School on 1st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE			
		Comprising pupils who have reached a stan- dard equivalent to that of the 1st and 2nd classes of a school teaching the Vernacu- lar language. These Well prepared pupils are usually two years in this stage	Comprising all pupils who are not numer- ated in the other columns numbered 1 3 & 4. Well pre- pared pupils are usually four years in this stage	Comprising pupils who have not attained the standard of the 1st class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage			
		1	2	3	4	5	6
		Boys	Girls	Boys	Girls	Boys	Girls
1 Government School	131	2	111				
2 Government Middle Vernacular Schools	209		60	159		70	
3 Government Normal School	13			13			
4 Pathshalis for Boys	1001			571		430	2
5 Pathshalis for Girls	24				1		11
6 Ungraded School for Girls	2				8		11
7 Indigenous Schools	103			30		73	
GRAND TOTAL	1505	22	171	781	9	543	27

Statement of Schools under inspection in Sibsagar District, showing cost of Education, &c

CLASS OF SCHOOLS	Number of in- stitutions	Monthly average attendance	Cost to Government		Total cost •	COST OF EDUCATING EACH PUPIL				Hindu pupils en- rolled	Musalmans, pu- pils enrolled
			Rs.	A. P.		For Govern- ment		Total cost			
						Rs.	A. P.	Rs.	A. P.		
Government Higher School	1	117	2 275	2 8	3,612 5 8	10 7 1	30 13 11	115	13		
Middle Vernacular Schools	2	108	1 079	0 0	2 000 11 9	4 0 5	7 13 4	184	77		
" Normal School	1	11	1 215	4 11	1,115 10 11	110 8 3	110 8 3	9	9		
" Pathshalis for Boys	33	761	1 123	6 6	1 632 5 3	1 13 11	2 3 7	805	136		
" " for Girls	2	22	1 12	0 0	1 92 0 0	8 11 7	8 11 7	10	8		
" Ungraded Pathshalis	6	4			21 0 0		0 3 6	11	9		
Girls Schools	1	9			61 4 0		2 14 7	22			
Total	46	1,295	6,180	4 1	8,897 5 7	4 12 0	6 13 10	1,299	402		

Reports of Inspectors of Schools.

LAKHIMPUR.

THE district of Lakhimpur is, I suppose, the most backward in the whole Lieutenant-Governorship of Bengal.* At the close of the year 1871-72 there were only three schools in the whole district, viz. the Government zilla school and two Government model schools, one at the sadar station and the other at Sadiya. During the year under report 21 pathshalas have been started, so that on the 31st March 1873 there were 24 schools in the district.

GOVERNMENT ZILLA SCHOOL.—The number of pupils on the rolls has increased during the year from 77 to 91. The failure of the single Entrance candidate is ascribed by the head-master to repeated absence from the school.†

The Committee attempted to raise subscriptions for the entertainment of a survey class, but their attempts proved abortive. They have now asked me (in the case of the present second master's leaving) to nominate a man who has some knowledge of the art, and he will be obliged to devote some part of his time to imparting instruction in it.

The collection from fees and fines during the year amounted to Rs. 1,630, against Rs. 1,604-9-6 in the previous year.

MIDDLE CLASS ENGLISH SCHOOLS.—There are no middle English schools, and I think two, or one at least, are very much needed.‡ From there not being any, no minor scholarships can be awarded in this class, and boys who obtain vernacular scholarships are obliged to go to the higher class English school, in which their scholarships must lapse before they can possibly rise to the Entrance Class; and thus in the case of poor scholars the result is (in consequence of their being debarred from competing for minor scholarships) that they are obliged to give over their studies, just perhaps at the very time when they have shown the greatest aptitude for continuing them. I urgently hope that the District Committee will see the need of schools of this class when they are allotting the money granted to them for giving aid to schools.

I observe that you state that there had been a grant-in-aid allotment to this district of Rs. 540 which is to fall due by the end of 1873-74. Though I have looked through back numbers of annual reports of public instruction, I cannot find any mention of aided schools in the Lakhimpur district. Thus also I am not able to explain the following passage from the report of the Assistant Commissioner of North Lakhimpur (a):—

“There was an aided school at the head-quarters, but I found it closed on my arrival and it seems to have been so for some months previously. The inhabitants who supported it at first gradually fell away in their support till the affair collapsed.”§

GOVERNMENT MIDDLE CLASS VERNACULAR SCHOOLS.—These are the two mentioned above; one at Sadiya, and the other at the sadar station. They are not flourishing schools.

The number on the rolls of the sadar vernacular school was 107, against 141 last year. * Chiefly as encouragement I awarded a vernacular scholarship to the one boy from the school who passed the examination; but as his answering was very poor, I only made it tenable for one year. I think the bad success of this school (and of its fellow at Sadiya) is owing to the incompetency of the masters; and when I was in Dibrugarh I had to report very unfavorably of the school, and more especially so of the acquirements of the teachers. I then made suggestions for the consideration of the District Committee for the bettering the condition of the school, and I hear that they have been adopted. The tendency of my suggestions was the procuring of a better class of teachers by either removing those who were manifestly unfit (such as the second master, who could not add together two simple fractions), or by degrading them to lower teacherships in the same school. I think the result of the changes will be favorably attested at the time of the next vernacular scholarship examination.

PRIMARY SCHOOLS.—As stated above, there were 21 pathshalas in the district on 31st March 1873. One of these, at Patragano, is close to the Sibsagar district, and its house was, I believe, actually situated in that district, so that last year it was reckoned among the Sibsagar pathshalas. The remaining 20 were started under orders of July 31st and September 30th.

The pathshala at Patragano appears to be a flourishing institution with its 56 boys on the rolls. The amount received from fees during the year was not, however, very extravagant, being only Rs. 13, or somewhat less than sixpence a head per annum for education. The other pathshalas have been so recently started as not to require comment.

* As it is the most remote, Education is backward in Assam in different parts in proportion to their distance from Bengal. The Muttaks used to be actually hostile to the introduction of schools among them, but the Inspector has omitted to take into account here the numerous Khampri and Singpho schools.—Commissioner.

† This is a boy whom, I think, I recommended the Committee to strike off the rolls on account of his repeated absence.—Commissioner.

‡ I would recommend that the Committee rather turned their attention to the improvement and extension of their zilla school. I would attach minor scholarships and vernacular scholarships to the zilla school, treating it for the purpose as if it were a middle English school.—Commissioner.

§ The Deputy Commissioner of Lakhimpur will be asked to report specially on this matter.—Commissioner.

Assam Circle—Lakhimpur

INDIGENOUS EDUCATION.—The Deputy Inspector says that of 21 indigenous schools he was only able to find two. Where he got the number 21 from I am at a loss to understand, as they are not spoken of in either the Deputy or Assistant Commissioner's report. The two schools referred to are attended by 9 and 11 boys respectively. Assamese pathies, and Bengali books, such as *Infant Teacher*, Part I, and *Bodhoday*, &c., are taught. That there has been some simple indigenous education in the district, is plain from the fact that the mauzadars were able to find gurus (for the newly established pathshalas) who had received their education in their own villages. These gurus, however, will still require some cultivation in a training class before they can be considered fit to teach up to the primary scholarship course. The Assistant Commissioner at North Lakhimpur writes as follows:—"There does not appear to have been any regular means of instruction in the sub-division. Such attainments in reading and writing as the people possess seem to have been obtained rather by private assistance than by any system of village schools."

Since the close of the year a Guru Training Class has been started at Dibrugarh.

PROMOTERS OF EDUCATION.—As such I could particularly mention—

Major Clarke, Deputy Commissioner.

Captain Lawrence, Assistant Commissioner.

Major Lance, Assistant Commissioner

Mr. Davidson, Tea-planter

Reports of Inspectors of Schools.

Annual Return of Schools in the Lathampur District to the year ending the 31st March 1873

NAMES OF THE INSTITUTIONS	NUMBER OF INSTITUTIONS	NUMBER OF PUPILS ON THE ROLL		NUMBER OF PUPILS LEAVING	FACILITIES FOR THE VARIOUS CLASSES	FACILITIES FOR THE VARIOUS CLASSES		FACILITIES FOR THE VARIOUS CLASSES		FACILITIES FOR THE VARIOUS CLASSES		FACILITIES FOR THE VARIOUS CLASSES		FACILITIES FOR THE VARIOUS CLASSES		FACILITIES FOR THE VARIOUS CLASSES	
		On 1st March	At the end of the year			On 1st March	At the end of the year	On 1st March	At the end of the year	On 1st March	At the end of the year	On 1st March	At the end of the year	On 1st March	At the end of the year	On 1st March	At the end of the year
A.—Government Institutions—																	
Schools for Boys—																	
Higher English	1	54	54	1,240	13	13	210	210	210	0	0	0	0	0	0	0	0
Middle Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total for Government Schools																	
3 224 224 1,440 13 13 360 360 360 0 0 0 0 0 0 0 0																	
D.—Pathshalas and other Private Institutions—																	
Sikh & Jalandhar Districts, and other																	

Asam Circle—Lakhimpur.

RETURN OF RACE

Return of Race of Teachers of Schools in District Lakhimpur on 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL		2 GOVERNMENT MIDDLE VERNACULAR SCHOOLS		21 PATHBATAR		TOTAL 24 SCHOOLS		GRAND TOTAL
	Bengalis	Asamis	Bengalis	Asamis	Bengalis	Asamis	Bengalis	Asamis	
HINDUS—									
Brahmans	2	1	3			3	5	4	
Kavisthas	1	1	1	2	1	6	3	9	10
Other castes above the lowest						11		11	11
Total of Hindus	3	2	4	2	1	20	8	24	
MUHAMMADANS									
Sunns	1						1		1
GRAND TOTAL	4	2	4	2	1	20	9	24	

RETURN OF RACE

Return of Race of Pupils in Schools in District Lakhimpur on 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL					2 GOVERNMENT VERNACULAR MIDDLE SCHOOLS			21 PATHSALAS		TOTAL 24 SCHOOLS							GRAND TOTAL
	Asamis	Khamptis	Koharis	Mattaks	Others	Asamis	Nepalis	Mauris	Asamis	Kacharis	Asamis	Khamptis	Koharis	Mattaks	Nepalis	Mauris	Put down	
HINDUS—																		
Brahmans	10					10			4		10							
Khetris or Kshetris	2						3	6			2							
Kavisthas	1					17			2		11							
Nabasaks	3										22							
Sonarbanias						2					2							
Other castes above the lowest						4			20		72							
Domes Chundals, Haris	7					30			11		51							
Total of Hindus	27		6	4	33	94	3	6	35		110							
MUHAMMADANS																		
Sunns	9					27			18		54							
CHRISTIANS—																		
Protestants	1										1							1
BUDDHISTS		1										1						1
OTHERS						3			142		3			142				14
GRAND TOTAL	47	1	6	4	33	124	3	6	35	112	504	1	148	4	3	3	3	14

This return is not quite satisfactory, as 33 Hindus are put down without the race being given. It also differs slightly from the return of social position, here we show 404 Hindus and 145 "others," and there 1 Hindu and 142 "others."

Reports of Inspectors of Schools.

Return showing the Class of Instruction at all the Schools in District Lakhimpur in the month of March 1873.

	Number of pupils in the school on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a School teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1 & 2. Well prepared pupils are usually four years in this stage.	Can read, write, and understand easy sentences in their mother tongue.	Cannot read, write, and understand easy sentences in their mother tongue.
		1	2	3	4
		Boys	Boys	Boys	Boys
Government Zilla School	9	9	10	12	
Government Middle Vernacular Schools	133		118	11	1
Pathshalas*	177			175	2
GRAND TOTAL	319		128	298	304

* This is not filled in from accurate statistics, but it is probably not far from the truth.

Statement of Schools under Inspection in Lakhimpur District, showing Cost of Education, &c.

CLASS OF SCHOOL	No. of institutions	Monthly average attendance	Cost to Government		Total cost	COST OF EDUCATING EACH PUPIL				Hindu pupils	Musalmans pupils			
			Rs	P		To Government	Total cost							
			Rs	A	P	Rs	A	P	Rs	A	P			
Government Higher School	1	81	2	100	0	0	5	11	0	12	0	8	80	0
Government Middle Schools	2	15	90	0	0	1	486	10	0	6	3	1	103	27
Pathshalas	21	128	112	15	7	23	9	8	0	0	8	8	315	18
Total	24	667	3	203	15	7	5	21	13	10	7	13	11	44

Asam Circle—Goalpara.

GOALPARA.*

More than four-fifths of this very large district is jungle. The population consists of Hindus, Musalmans, Garos, Rabhas, and Kacharis. There are a few zemindars, but the only means of livelihood among the rest of the people are cultivation and trade, the latter being carried on by a few well-to-do men.

The Deputy Commissioner, in speaking of the 67† new schools which have been opened, says that the people displayed such eagerness for education, that many more schools could have been easily opened had there been sufficient funds. "Hitherto," he says, "the district had no separate Deputy Inspector attached to it. It was under the Deputy Inspector of Kamrup, who could hardly bestow as much time and pains on it as are necessary to promote the ends of education in such a backward district as Goalpara. Owing partly to this and partly to the indifference‡ of the people to the education of their boys, the educational progress of the district for the past year has been very unsatisfactory." I think the true cause of the educational backwardness of the district will be found in the reason that I have given in the case of the Asam districts, viz the great unwillingness of the people to spend their money on anything that does not afford them any direct, or immediate, tangible, benefit.

When the orders for the establishment of great numbers of pathshalas in all districts came out on the 30th of September, the want of a separate inspecting officer in Goalpara was severely felt, and it was found necessary to appoint a Sub-Inspector of Schools, who was intrusted with the duty of opening the new schools. The appointment of this new officer was sanctioned by the Commissioner of Kuch Behar at the request of the Deputy Commissioner. Since then Government has been pleased to sanction a Deputy Inspector for Goalpara, but no man has as yet been gazetted to the post, though I nominated a Babu for it, and my nomination was approved of by the Deputy Commissioner. During the interval Babu Giris Chandra Datta,§ who had been appointed Sub-Inspector, has been given the acting Deputy Inspectorship, and there is no doubt that he has displayed an extraordinary amount of energy and zeal; but I greatly fear that many of the gurus are not suited for their posts, as I found was the case in many of the new pathshalas established in the district of Kamrup.

GOVERNMENT HIGHER CLASS ENGLISH SCHOOLS.—The Deputy Commissioner writes: "It is a matter of great regret that, notwithstanding so much money is yearly spent by Government on it, the condition of the school is anything but satisfactory. For the past five years there has been a steady decrease in the numerical strength of the school, as the following table will show:

Year.		No. of pupils on the rolls on the 31st March
1868-69	...	120
1869-70	...	100
1870-71	...	90
1871-72	...	68
1872-73	...	57

"This rapid falling off in the number of students has from time to time been attributed to various causes,||—such as the indifference of parents to anything like real education of their boys, enhancement of fees, the establishment of a vernacular school in the close vicinity, and the like. But I fear the real cause lies beyond any of these.

"Since the conversion of the school from an aided to a Government one¶ it has not passed a single candidate in the Entrance Examination; and if the parents show any indifference to keeping their boys long in the school, it is partly because of the repeated bad success of the school at the University Examinations. It is believed that in one or two instances parents anxious to give their children a good English education have been compelled to send them to other zilla schools."

With reference to my proposed to change the establishment of the school as soon as an opportunity offered, the Deputy Commissioner says that it was approved by the Committee. "Babu Rajani Kumar Datta, the head-master, having now creditably passed the Native Civil Service Examination, and there being every probability of his being soon provided with an appointment in the subordinate executive service, it is hoped that the proposed changes will ere long be effected."

* I have no special note or remarks to offer on this report for Goalpara.—Commissioner.

† One is an unaided school.

‡ He stated before that they displayed great eagerness for education.

§ This officer has since been gazetted.—Commissioner.

|| The head-master gives as another reason his own absence (while preparing for the Native Civil Service) for more than four months of the year; but this would only account for the decrease in the year 1872-73. I myself am of opinion that the reason is to be found in the great want of success which has attended the school at the University Entrance Examinations, and to the head-master's not taking proper interest in his work.

¶ In 1864-65.

Reports of Inspectors of Schools.

The Committee is making attempts to raise a monthly subscription of Rs. 40, which, with a Government grant of the same amount, will enable the school to maintain on its staff of teachers a *surveying master*.

There are no *Government Middle Class Schools* in the district.

AIDED MIDDLE CLASS ENGLISH SCHOOLS.—There are three schools of this class with 161 pupils. These are favorably reported on by the Officiating Deputy Inspector. Colonel Comber (the Deputy Commissioner) visited and examined one of these, but thought there was much room for improvement “both in respect to the number of pupils and their advancement.”

There are ten *aided Middle Class Vernacular Schools*—one less than in 1871-72. The Mulákhowa school received no aid during the year, and is (though its grant was never formally cancelled) extinct. These schools are reported to be in a bad condition excepting the Hatabidháyini school, which is said to be in a flourishing state. There are 93 pupils on its rolls, but it did not make any great show at the vernacular scholarship examination, only sending up two candidates, of whom one passed.

GURU TRAINING CLASS.—This was opened on the 1st February last, in connection with the zilla school. It is reported to be getting on well; in fact, the Deputy Commissioner reports that three gurus have already been sent out to take charge of pathshalas, and that they are pronounced by the Sub-Inspector to be superior to the ordinary gurus. I suppose these last are meant the old gurumahashay class, or those men who have been put in charge of pathshalas without any special training. There were 15 names on the rolls on the 31st March, and in order that the gurus may learn practically the art of teaching, a pathsala has been attached to the institution.

PRIMARY SCHOOLS (AIDED).—Previous to Government orders of the 30th September, there were no aided pathshalas in the district. Between that date and the close of the year 65 have been established; of these two are girls' pathshalas. It appears, as I had expected, that the gurus are not quite competent; however, the Deputy Inspector intends sending some of the least efficient of them to the training class during the ensuing rice sowing season. Two of the boys' pathshalas are of the nature of maktabas, and Urdu is taught in them to Musalman lads. The two girls' pathshalas are attended by twenty-one girls, and the sixty-three schools for boys have 1,321 on their rolls, the average being 20½ per pathsala. Out of these numbers two hundred and twelve are Muhammadans, and one hundred and fifty-one are Garos, Kachars, Rabhas, &c. In the sixty-five pathshalas (aided) there are only three pupils belonging to the middle classes of society, and these three are girls; all the rest come under the classification of “the masses.” From the return shewing the class of instruction, we find that only one hundred and fifteen of these thirteen hundred and forty-two can read, write, and understand easy sentences in their mother tongue.

In addition to the sixty-five pathshalas above-mentioned, aid is given to the American Baptist Mission to help it in extending education among the Garos. As was the case last year, the Mission keeps up a Normal School and 12 pathshalas for Garo boys, and during the year under report it has opened a girls' school. I bring these schools into my Goalpara report, since I have received no District Educational Report from the Garo Hills; besides I believe many, if not all, of the schools are really situated at the foot of the Hills, and in territory under the jurisdiction of the Deputy Commissioner of Goalpara. Bengali is taught in all of these schools, there being no books in the Garo language. There were 216 on the rolls of the 14 schools with a monthly average attendance of 222.

UNAIDED MIDDLE CLASS VERNACULAR SCHOOLS.—These are five in number. The Bijni School and the Dolgona Schools receive respectively from the Bijni Estate Rs. 100 and Rs. 16 a month: the Mainkar Char School is supported by Megh Raj Ráy Bahadur at a cost of Rs. 20 a month: the Bakribari School is kept up by Babu Kali Narayan Singh Baruyá at a monthly cost of Rs. 25: and the fifth is self-supporting, but is not likely to last long, as it is only by a very high rate of fees that it is able to continue in existence, and the numbers on the rolls are gradually decreasing. I hope the District Committee may be able to give it Government aid.

PRIVATE PATHSHALAS.—The Deputy Commissioner says there is only one in the district, and the Deputy Inspector says he could find no more though he “always made every possible inquiry.” The boys of this pathsala are taught to read and write Asamese, and only very little attention is paid to arithmetic. The teacher is paid by presents of rice, dal, &c., besides getting a few pice; altogether it is supposed he gets an equivalent for Rs. 3 or Rs. 4 a month.

There are two *Sanskrit Tols* attended by 30 Brahmans. One is kept up by the family priest of the Raja of Bijni, who is paid Rs. 10-7 a month for teaching; the other is supported by the Gauripur zemindar. In both these Sanskrit Grammar and Smriti (Hindu law) are taught.

UNAIDED GIRLS' SCHOOLS.—One was opened last November by the zemindar of Lakhipur, and promises well. The number of girls attending it is 22. Literature, arithmetic, and

Asam Circle—Goalpara

needle work are taught by a Mistress from Dacca, who receives Rs. 20 a month. The Deputy Commissioner says he visited this school, and that the girls acquitted themselves very creditably.

UNAIDED NIGHT SCHOOL.—The Deputy Commissioner writes: "Through the sole exertions of Babu Purnananda Baruya, Extra Assistant Commissioner, a night school has been opened here last February. The number of the students on the rolls in that month was 24 or 25. On the 31st March last it was 17; but I am sorry to be informed that since then the number has fallen. It is hoped Babu Purnananda will exert his personal interest with the people to create in them an interest for the school, without which it is futile to expect it to be a lasting institution."

As promoters of Education I would particularly mention:—

Colonel Comber, Deputy Commissioner of Goalpara

Babu Purnananda Baruya, Extra Assistant Commissioner, Goalpara

„ Pratap Chandra Baruya Ráy Bahadur, zemindar of Gouripur

„ Prithi Ram Chaudhuri Ráy Bahadur, zemindar of Lakhipur

RETURN OF SOCIAL POSITION AND CREDIT

APPENDIX A.

Reports of Inspectors of Schools.

LOWER CLASSES OF SOCIETY OR "THE MASSES"

	Service, Government	Service, Private	Realized Property	Agriculture	Trade	Handicraft	Skilled Labour	Common Labour	Miscellaneous	Total of the lower classes of the masses
1 Government Higher school	1 Hindu	1	1	1						1
3 Middle Aided English Schools	3 Muslims	3	3	22	9	1	1	1		30
10 Aided Middle Vernacular Schools	10 Muslims	10	10	46	8	1	1	1		67
1 Government Girl Training Class	1 Hindu	1	1	3	5	1	1	1		12
65 Pathshalas (Boys and Girls)	65 Muslims	65	65	703	178	13	2	1	1	976
5 Unaided Middle Vernacular Schools	5 Muslims	5	5	111	24	8	1	1		151
1 Unaided Pathshala	1 Hindu	1	1	94	17	1	1	1		120
1 Unaided Girls' School	1 Hindu	1	1	13	2	1	1	1		19
Total 90 Schools	90 Muslims	90	90	1,315	351	25	10	2	1	1,891
GRAND TOTAL	90	100	99	1,315	351	25	10	2	1	1,891

Summary

	Hindus	Muslims	Christians	Others	Total
Pupils belonging to the Upper Classes	19	1			20
Ditto ditto Middle "	216	30			246
Ditto ditto Lower "	1,391	318	1	161	1,870
Total	1,626	349	1	161	2,137

Caste of Masters.

Hindus	85
Muslims	7
Christians	1
Others	3
Total	106

Asam Circle—Goalpara.

RETURN OF RACE.
Return of Race of Teachers of Schools in District Goalpara on 31st March 1873

	1 GOVERNMENT ZILLA SCHOOL		3 AIDED MID-LEVEL ENGLISH SCHOOLS		10 AIDED MID-LEVEL ENGLISH SCHOOLS		1 CURU TRAINING CLASS		65 PATHSALAS				6 UNAIDED MIDDLE VERNACULAR SCHOOLS		1 UNAIDED NIGHT SCHOOL		1 UNAIDED SCHOOL FOR GIRLS		TOTAL 90 SCHOOLS.				GRAND TOTAL
	Bengalis	Assamis	Bengalis	Assamis	Bengalis	Assamis	Bengalis	Assamis	Bengalis	Assamis	Pathalas	Kachharis	Bengalis	Assamis	Bengalis	Assamis	Pathalas	Assamis	Bengalis	Assamis	Pathalas	Kachharis	
HINDUS—																							
Brahmans	2		1	1	4	1	1		1	1			4		1				14	7			21
Vaidyas	2		1						1										5				5
Kayasthas	1		4	1	3	4			4				2				1		4	34			48
Nabaisaks									1				3						1	3			4
Kabarthas						1													1	1			1
Other castes above the lowest		1																	1	1			1
Domes, Chundals, Hans													15							15			15
Total of Hindus	5	1	6	2	8	6	1		67	48			6		1		1		34	61			95
MUHAMMADANS—																							
Shias										7										7			7
CHRISTIANS—																		1					1
Protestants																							
OTHERS																							
Grand Total	5	1	6	2	8	6	1		7	59			6		1		1		34	68			106

Reports of Inspectors of Schools

RETURN OF RACE
Return of Race of Pupils of all the Schools in District Goulpura

	1. GOVERNMENT ZILLA SCHOOL			3. AIDED MIDDLE ENGLISH SCHOOLS			10. AIDED MIDDLE VERNACULAR SCHOOLS			1. GURU TRAINING CLASS			6. PATH-SALA			5. UNAIDED MIDDLE SCHOOLS			11. UNAIDED PATH-SALA			11. UNAIDED NIGHT SCHOOL			11. UNAIDED SCHOOLS FOR GIRLS			TOTAL 90 SCHOOLS			(GRAND TOTAL)
	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	Hindus	Muslims	Others	
HINDUS—																															
Brahmans	1	19	4	1	9								21									3	1	2	14	64					113
Khetris or Kshetris	2																								2						2
Vaidyas	4		2	3																		1			10						10
Kavasthas	8	4	1	5	41				7			13				21						4			39	35					94
Nabats									6			20				20									16	471					471
Kaibartas													133			3									13						143
Sonarbanas												8													16						16
Other castes above the lowest	1											47													1	63					64
Dorvas, Chudals, Hans	5	20	4		40							36				28									1	9	407				407
Total of Hindus	19	26	131	20	9	189			15		979				147							13	4	21	64	1,561					1,625
MUHAMMADANS—																															
Shias																14									1	230					230
Sunis																6										50					50
Total of Muhammadans																20									1	340					340
CHRISTIANS—																															
Protestants																										1					1
Others																															
GRAND TOTAL	19	37	1,136	23	9	290	1	1	6	15	1,001	16	49	57	24*	167						13	4	22	64	1,911	16	51	60	95*	2,137

* Race not given

Asam Circle—Goalpara

Return showing the Class of Instruction at all the Schools in District Goalpara in the month of March 1873.

	Number of pupils in the schools in 1st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE			
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes in school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1 to 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school teaching the vernacular scholastic course. Pupils are usually four years in this stage.		Can read, write and understand easy sentences in their mother tongue.	Cannot read, write and understand easy sentences in their mother tongue.
		Boys	Boys	Boys	Girls	Boys	Girls
1 Government Zilla School	57	6	51				
3 Aided Middle English Schools	161		18	100		43	
10 Aided Middle Vernacular Schools	307		33	145		120	
1 Government Guru Training Class	15			1			
65 Pathshalas	1842			11		1206	21
5 Unaided Middle Vernacular Schools	167			70		97	
1 Unaided Pathshala	13					19	
2 Unaided Tols	30						
1 Unaided Night School	17		17				
1 Unaided School for Girls	22				1		21
GRAND TOTAL	2137	6	110	475	1	1404	42

Statement of Schools under Inspection in District Goalpara, showing cost of Education, &c.

CLASS OF SCHOOLS		Number of Institutions	Monthly average attendance	Cost to Government	Total cost	COST OF EDUCATION EACH PUPIL		Hindu pupils	Musalman pupils
						To Government	Total		
				Rs A P	Rs A P	Rs A P	Rs A P		
1 Government School	Higher	1	61	229 0 0	3604 10 3	36 8 8	60 1	45	11
Aided Middle English Schools	English	3	142	133 0 0	3198 15 3	9 4 8	23 2	14	4
Aided Middle Vernacular Schools	Vernacular	10	316	1476 0 0	3155 4 9	4 10 4	9 15 9	118	101
Government Guru Training Class	Guru Training	1	12	240 0 0	249 6 0	20 12 6	20 12 6	15	
Pathshalas		65	1250	521 13 0	756 1 0	0 6 7	0 9 7	97	21
Unaided Schools		10	243		2942 15 5		12 1 9	234	21
Total		90	2,032	5,814 3 0	11,007 4 8	2 13 0	6 13 11	1625	340

Reports of Inspectors of Schools.

Annual Return of the Garo Schools in the Goalpara District for the year ending 31st March 1873

NAME OF THE INSTITUTION	Number of Institutions	Number of pupils on the rolls.		Number of pupils in attendance monthly	Pupils examined	Receipts from			Expenditure	Cost of educating each pupil		Number of pupils attending the school					
		On 31st March	Monthly average			Government	Other sources.	Total		Rs	A		P	Rs	A	P	Total cost
B--SCHOOLS AIDED UNDER THE GRANT-IN-AID RULES																	
SCHOOLS FOR BOYS																	
Lower Vernacular--Under Missionary bodies	12	151	152	177	180	Rs 64 0 0	54 0 0	Rs 118 0 0	Rs 25 0 0	Rs 3 1 5	Rs 4 3 7						
SCHOOLS FOR GIRLS																	
Natives--Under Missionary bodies	1	15	15	157	13	60 0 0	72 0 0	132 0 0	3 10 2	5 0 0	8 0 0	13					
NORMAL SCHOOLS																	
For Masters--Under Missionary bodies	1	30	23 5	1475	30	60 0 0	31 6 0	91 7 0	25 8 6	38 9 0							
Total for Grant-in-aid Schools	14	223	222	11075	223	1224 0 0	723 0 0	1947 0 0	5 8 2	8 12 3		13					

Asam Circle—Goalpara.

RETURN OF SOCIAL POSITION AND CREED.

Return of the Social Position of the Pupils in all the Schools in the Garo Hills in District Goalpara, for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

				AGRICULTURE. Cultivators, Gardeners, small Ravals.
Christians	...	..	...	49
Others	...	...	...	200
Total				249

Summary.

				Pupils belonging to the Lower Classes
Christians	...	...	...	49
Others	...	...	...	200
Total				249

				Creed of Masters
Christians	...	..	...	16

RETURN OF RACE.

Return of Race of Pupils of the Mission Schools in the Garo Hills in District Goalpara on the rolls on 31st March 1873

				Garos.	Cacharis.	Birmese
CHRISTIANS—						
Protestants	..	...	...	38	11	11
Others	...	...	...	191	5	4
Grand total				229	5	15

Return showing the Class of Instruction at all the Schools in the Garo Hills in District Goalpara in the month of March 1873.

		UPPER STAGE.	MIDDLE STAGE	PRIMARY STAGE
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage.
Boys	235	The Rev T J Keith writes that he has not data to go upon to fill up this return with any accuracy.		
Girls	14			

Reports of Inspectors of Schools.

Statements of Schools under Inspection in the Garo Hills, showing cost of Education, &c.

CLASS OF SCHOOLS	Number of institutions	Monthly average attendance.	Cost to Government.	Total cost.	Cost of EDUCATING EACH PUPIL	
					To Government.*	Total.
			Rs A P	Rs A P	Rs. A. P.	Rs. A P.
Aided Mission Normal School	1	284	600 0 0	917 0 0	2 8 6	38 9 0
Primary Schools	12	182	561 0 0	898 0 0	3 1 6	4 3 7
Schools for Girls	1	164	60 0 0	132 0 0	3 11 2	8 0 0
Total	14	222	1,221 0 0	1,947 0 0	5 8 2	8 2

Assam Circle—Darjiling.

DARJILING.

The district report and returns did not reach me till Sunday, June 22nd, and as a consequence the whole of my report was detained.

Of the educational proceedings in this district during the year, I may say that my direct information has been absolutely *nil*. Indirectly, I was aware that St Paul's School was in existence, from the fact that I countersigned its grant-in-aid bills up to the month of March. Though I had not visited either Goulpara or Jalpaiguri, still I was kept informed to a great extent of what was doing in them through my Deputy and Sub-Inspectors: and a perusal of the diaries of these officers gave me a good deal of information, but in Darjiling I have no subordinate to look to, and the consequence is, I have been left altogether in the dark. If the Commissioner of Kuch Behar would be so kind as to direct the Education Committees in the districts of his division to send me copies of their minutes of proceedings, it would be satisfactory. I proceed to give a summary* of the information contained in the reports of the Deputy Commissioner and the Rev. Mr Macfarlane, of the Presbyterian Mission.

GOVERNMENT ZILIA SCHOOL.—This had been a middle class English school, but it was abolished. It was attended chiefly by the children of the *amla* and other foreigners resident in Darjiling, whereas it was the desire of Government to make the school attractive to boys belonging to the hill tribes, and ultimately it was split up into two—described by Mr. Edgar as—“one a boarding school for Bhutias and Lepchas, and the other an aided school of a non-descript character, mainly intended for Bengalis and Hindustanis.” The old school-house has been made over to the boarding school as well as a grant of Rs. 150 monthly. This money pays the head-master Rs. 100 a month, and the remainder is supposed to be given in stipends of Rs. 5 each to six boarders, besides providing for contingencies. At first two Lepcha boarders came, afterwards three Bhutias, but it is doubtful if all five were ever at the school together. On the 31st March, there were seven boys on the rolls, of whom four were Bhutias, the other three being Bengalis. These seven boys are reported to be in the primary stage of education. It appears to me somewhat like throwing away public money† to pay a Master of Arts Rs. 100 a month for teaching seven boys how to read and write and do a little arithmetic. I presume the three Bengalis are not stipend-holders, but that they attend the school because no fees are levied. The Deputy Commissioner writes: “I cannot better describe the state of things that has existed since the opening of the school than by saying that the boys have been playing one long continued game of hide and seek with their master. I believe that the latter has done his utmost to keep the boys together and to teach them, but the principle on which the boarding-house was commenced, viz. that of paying the stipends to the boy's friends on condition of their feeding the boys, was utterly wrong, and I do not think that any one in the *Babu's* position could have overcome the difficulties with which he has had to contend.” Certainly the arrangement is a strange one, that boys in a boarding school should still be fed by their parents or guardians. The head master in his report says that one great defect in the system is that the boys can leave the school when they like. He suggests that the boys be obliged, on becoming stipendaries, to enter‡ into a contract to continue at the school for five years, failing which, to be subject to a fine of the amount of money which, as stipend-holders, they had drawn from Government. It would appear that boys are easily persuaded to come to the school, but the difficulty is to keep them there. I think some such plan as that suggested by the head-master should be adopted. It is very absurd to say that a boy, after receiving thirty or forty rupees for coming to school, should be allowed to leave it just at the time when he is beginning to learn.

THE MIDDLE CLASS ENGLISH SCHOOL.—Rupees 40 a month of the original grant was set aside for an English school. One of the clerks in the Deputy Commissioner's office gets Rs. 31 a month for teaching the boys English for two hours a day; from this sum he pays an assistant Rs. 5. The Rs. 9 remaining goes for contingencies. A *munshi* is kept who is paid from the fees, the rate of which varies according to the circumstances of each boy, from Rs. 1-3 to annas 3, except in the Persian class, where all the students pay Rs. 1-3. The subjects taught in this school are§ English and Persian; and in the boarding school

* Instructions have been issued through the Deputy Commissioner to this effect.—Commissioner

† I quite agree with Mr. Martin. During my tour to Darjiling, I visited and inquired into this school, and I found that the boys run away as often as they please, on the plea chiefly that they wanted to see their wives. I was not much impressed with the energy of the master entrusted with the charge of these Bhutia boys. For the greater part of the year, he is literally without employment, and yet has never attempted to assist in teaching the boys of the grant-in-aid,—I should say middle class English—school, who are next door. Besides the master's salary of Rs. 100, there is further expenditure on account of house-rent (Rs. 16) and stipends to the boys. I fear the school, on its present footing, will never work, or be of any benefit. Unless the selected lad-ars are enclosed within four walls, their uncivilized habits will always lead them to leave the place at any whim. The money will be far more useful devoted to the grant-in-aid school.—Commissioner

‡ I do not anticipate any advantage from such a course.—Commissioner

§ The boys know very little of Persian, and indeed the whole of the pupils are very backward. The master can only devote the early mornings, and that is insufficient teaching. The pupils were filthy dirty.

Reports of Inspectors of Schools.

English alone. I think it would be advisable to give the head-master of the boarding school charge* of the two schools; instead of being thrown away altogether upon seven unmanageable boys, he would thus have a good school of forty odd boys, and the present man, who teaches the English school, might be retained as second master. The only thing that I wonder at now is, that all the boys do not flock to the boarding school, where they would be instructed by a very good man, and where they would have to pay no schooling fees.

AIDED HIGHER CLASS SCHOOL.—St. Paul's school was started in Calcutta in 1845. Its intention is to supply a good education at a moderate cost in connection with the Church of England to the sons of Europeans and East Indians. It was removed to Darjiling in 1861. It receives a Government grant-in-aid of Rs. 238-7 monthly, of which only Rs. 2,618-7† was drawn in the year. On the 31st March 1873 there were 47 on the rolls, against 38 of the preceding year. The school is under the direction of a committee of gentlemen, all or most of whom are resident in Calcutta. The Deputy Commissioner thinks that its popularity, and possibly its efficiency, might be increased if some persons of influence in Darjiling were added to the list. The school sent up four candidates to the Entrance Examination, of whom one only passed. The head-master, the Rev. G. M. Wilson, M.A., reports that the average attendance of pupils in the higher classes is not so great as one would expect, in consequence of many boys going to England at the age of 13 or 14.

AIDED MIDDLE CLASS ENGLISH SCHOOLS.—There was one at Bagdokra, which had 21 boys on its rolls on March 31st. It received Rs. 14 from Government, and the Secretary, Babu Sambhu Nath Das, made up the amount of local subscription required according to the conditions of the grant. Mr. Edgar writes in connection with this school: "I need scarcely say that the standard of the school was not very high, but such as it was it conferred a great benefit on the jotedars of the Terai, a class of yeomen among whom I think it most desirable to encourage education of a somewhat higher kind than that given in primary schools. I therefore regret to say that, owing to the death of Babu Sambhu Nath, and the consequent cessation of his subscription, the school is for the present closed‡—I am, however, trying through Mr. Paul, to get some of the leading jotedars in the neighbourhood to take up the work, and I hope that he will be able to start other anglo-vernacular and middle schools of an unambitious character during the next cold season."

While on the subject of aided schools, I beg leave to call your attention to the fact that Rs 5,000 has been allotted to Darjiling to be spent in aid to schools in the district.

It appears to me that the Deputy Commissioner will experience great difficulty in making the necessary inquiries relative to the amount to be expected from local sources, on which inquiries the amount of grant to a school must be based. It seems then that a Deputy or Sub-Inspector of Schools is necessary for Darjiling, who, under the guidance of the Magistrate and District Committee, will select sites for aided schools, and into whose hands might be intrusted the establishment of such primary schools as are not to be made over to the Mission.

PRIMARY SCHOOLS.—All the primary schools in this district are at present under the Rev. Mr. Macfarlane, of the Presbyterian Mission, who receives a monthly allowance of Rs. 175, and in addition to this sum Rs. 1,200 has lately been made over to him from the pathsala grant to the district. The balance of the grant is to be spent on schools in the Terai, but Mr. Edgar states that he cannot make a beginning till the cold weather. This is another reason, as I stated above, for a Deputy or Sub-Inspector being necessary for the district. Mr. Macfarlane had, before the close of the year under report, started five pathsalas under orders of the 30th September. On the 31st March he had altogether 25 schools (with 613 on the rolls), one of which is a school for girls, and another a normal school. Of the 613 pupils, 557 were boys and 56 girls. Thirty-two girls read in the schools for boys, the other remaining 24 are on the rolls of the girls' school. The languages taught in these schools are Bengali, Hindi, Urdu in Roman character, and Lepcha.

I quote here from Mr. Macfarlane's report—

"All the schools established during the previous year were maintained during the past year, with the exception of the two Terai schools at Matigural and Hed Múri, which were transferred respectively, to Haskhowa and Kaniganja. Five pathsalas have been established in the hills since the 30th September last, three of them in the midst of tea plantations at Dutoria, Changtang, and Gell; one in the cinchona plantation at Mangpu, and one among the Lepcha villages at Sitong."

I cannot understand the first part of the above paragraph. Last year Mr. Macfarlane sent in returns for 32 village schools and 2 normal schools, so that if, as stated, all the schools were maintained, the mission should now have 39 schools instead of 25.§ One normal

* I should like to see some such arrangement carried out.—Commissioner.

† This is according to the head-master's figures, and represents 11 months' grant. For the reason that he does not show the grant for the month of March 1873—viz., that he received it in April,—I hold that here 12 months' grant should be shown since the grants for February and March 1873 were not received till the April following.

‡ Should the Terai be made over as proposed to the Jalpaiguri district, the committee will no doubt be able to re-open and carry on the school.—Commissioner.

§ Explanation of this seeming discrepancy will be separately submitted.—Commissioner.

Asam Circle—Darjiling.

school last year was for Lepchas, and the other for Nepalis; probably these two have been merged into one, but where then are the remaining 13?

Mr. Macfarlane continued:—"Had it not been for the scarcity of labour on the tea plantations, four more pathshalas would have been established * * * * * It is expected, however, that by the end of this year some ten more pathshalas will be established in the hills. The prejudices which the managers of the tea plantations at first had against schools are gradually disappearing as they find that they are doing them no harm * * * The boys in the Terai schools are far ahead of those in the hills as regards the progress made in school. In fact, as regards education, the Terai seems to be very like the rest of the plains of Bengal. In the hills everything—race, language and condition of the people—is different. It is hard to say which of the two classes forming the mass of the hill population—the village agriculturists and the tea plantation coolies—presents the greater difficulty as regards education. Among the villagers, little Nepali boys, almost as soon as they can distinguish between a goat and a sheep, are employed to look after their parent's cattle; and the teachers find it, as a rule, exceedingly hard work to collect half a dozen of them and keep them regularly at school. Again, on the tea plantations, from the end of March till the beginning of November, a little boy, with scarcely strength enough to carry two or three seers on his back, gets three rupees a month of wages, so that during that period the plantation schools are almost entirely deserted * * * * * All that the hill-people care for their boys to learn is the merest elements of reading, writing, and arithmetic. It is so easy to learn to read and write Hindi, that a sharp boy acquires a fair knowledge of both by the time he has gone through the Hindi Primer. Accordingly we find that many boys, as soon as they have gone through the Primer, consider their education finished. They can read and write to their own and their parent's satisfaction, and that is all they care for.

GIRLS' SCHOOLS.—There is only one, and the life of this is chiefly owing to Miss Macfarlane's energy and perseverance. The Nepalis, we are told, think the idea of educating girls quite absurd. "Some encouraging symptoms," writes Mr. Macfarlane, "however have appeared, as a number of lads who were trained in the Normal School have begun teaching their sisters since they have become teachers."

RACES.—The schools of Darjiling are attended by boys and girls of the Bengali, Behari, Asami, Nepali, Blutia, and Lepcha races. Of the last-mentioned race, Mr. Macfarlane writes:—

"The Lepchas seem to be dying out, a dead silence generally reigns around their solitary houses, which form such a contrast to those of the Nepalis, round which crowds of merry-looking, healthy, chubby-faced little boys and girls are always to be seen playing. The Nepalis are the Anglo Saxons of these hills; and the Lepchas seem to be undergoing the same fate as the North American Indians."

Mr. Macfarlane employs three Sub-Inspectors in looking after the Mission Schools. One looks after the schools in the Terai Sub-Division, while two are engaged in the hills, one inspecting the schools round Darjiling, and the other those round about Kurseong. The Deputy Commissioner reports that one of the Mission Inspectors, though asked by the Assistant Magistrate to furnish him with information, had not done so, apparently on the ground that he was not under him. "This seems to me quite wrong," he writes, "and on principle I should refuse to allow grants-in-aid to any school not regularly inspected by the machinery in use throughout the province, and I think it very objectionable that the sub-divisional officer should be practically ignored by the aided mission schools, while we are trying in all other parts of our educational system to utilize to the utmost extent his position and influence."*

This is no doubt a very just cause of complaint, but I am sure Mr. Macfarlane would not only be willing, but happy, to take steps that such a thing should not happen again.

* Probably due to some misunderstanding. A copy of the Inspector's remarks will be forwarded to Mr. Macfarlane, — Commissioner.

Reports of Inspectors of Schools

Annual Return of Schools in the Dargilung District for the year ending 31st March 1873

NAME OF THE INSTITUTION	Number of Institutions	On the 1st March	Number of pupils in the schools	Monthly average	Number of pupils in the year	Sum of the ages of all the pupils on the 1st March	Average age of pupils on the 1st March	Pupils learning					Receipts from			Total cost of educating each pupil	Number of pupils attending			
								English	Bengali	Hindi	Persian	Latin	Tibetan	Government grant for the year	Fines and other sources			Rs. A. P.	Rs. A. P.	Rs. A. P.
A—Government Institutions &c.																				
Middle Schools for Boys		42	41	92	507	132	13.2	42			11		2,320	1,480	4 0	108 8 6	Rs. A. P. 1,401 0	Rs. A. P. 1,621 1	Rs. A. P. 2 1 1	
B—Schools Aided under the Grant-in-aid Rules																				
Higher { English under (other Christian bodies	1	1	38	148	700	184	18.4	47			4		2,240	2,618	0 0	1,700 0 0	Rs. A. P. 9,132 0 0	Rs. A. P. 1,132 4 7	Rs. A. P. 3 12 7	
Middle English { Under Native management	1	1	23	40	25	11.6	21						188	188	0 0	1,700 0 0	Rs. A. P. 1 1 3	Rs. A. P. 7 4 10	Rs. A. P. 1 11 7	
Lower Vernacular { Under Missionary management	1	40	507	10,321	5,069	11.6	21	20	10	7			1,008	1,188	0 0	4,111 0 11	Rs. A. P. 4,111 0 11	Rs. A. P. 5 6 1	Rs. A. P. 7 6 1	
Natives { Under Missionary bodies	1	24	11	210	221	9.1			24	4						55 8 0	Rs. A. P. 5 6 0	Rs. A. P. 4 2 0	Rs. A. P. 4 2 0	
For Masters { Normal Schools	1	1	20	60	95	12.7			18	7			412	412	0 0	1,473 5 0	Rs. A. P. 1,473 5 0	Rs. A. P. 13 13 6	Rs. A. P. 72 8 2	
Total for Grant-in-aid schools	22	68	12,738	5,825	95	12.7	313	24	14	24	10	5	5,344	5,160	1 0	3,942 8 3	Rs. A. P. 1,473 5 0	Rs. A. P. 13 13 6	Rs. A. P. 72 8 2	
(—Orcl. Schools)																				
D—Pathshalas sanctioned prior to the order of 30th September 1872 and distributed by the Director, and pathshalas united from reward fund																				
E—Pathshalas or other Primary Schools supported or aided under orders of 30th September 1872, by the Magistrate																				
Lower { Vernacular under Missionary bodies	5	72	29	1,660	769	10.6			63			13	400	80	0 0	220 8 0	Rs. A. P. 220 8 0	Rs. A. P. 0 14 4	Rs. A. P. 2 7 8	
F—Institutions abolished during the year																				
GRAND TOTAL	29	723	728	13,711	7,151	9.3	313	312	34	11	24	23	7,464	6,773	4 0	17,437 0 5	Rs. A. P. 17,437 0 5	Rs. A. P. 8 7 6	Rs. A. P. 32 0 8	

* Either there is a mistake here or Mr. Macfarlane has drawn Rs 10,11 instead of Rs 175 monthly

† Entries inexplicable—W S A

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in the Darling District, for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

[illegible]

Asam Circle—Darjiling.

RETURN OF RACE.
Return of Race of Teachers of all Schools in District Darjiling.

RACE.	1 GOVERNMENT ZILLA SCHOOL.		1 GOVERNMENT BOARDING SCHOOL.		1 AIDED MID-DAY SCHOOL.		25 MISSION SCHOOLS.					TOTAL 29 SCHOOLS.				ST. PAUL'S SCHOOL.
	Bengalis.	Bengalis.	Bengalis.	Bengalis.	Bengalis.	Bengalis.	Nepalis.	Lepchas.	Bhutias.	N. W. Provinces.	Bhutias.	Lepchas.	Nepalis.	Bengalis.	N. W. Provinces.	GRAND TOTAL.
HINDUS—																
Brahmans	1			1	5	4							4	8		11
Khetris or Kahetris					1	1							1	1		2
Other castes above the lowest						11							11			11
Total of Hindus	1	1	1	1	6	16							16	9		25
MUHAMMADANS—																
Sunis	1													1		1
CHRISTIANS—																
Protestants						2				1			2		1	3
BUDDHISTS								2	1			2			1	3
GRAND TOTAL	2	1	1	1	6	18		2	1	1		2	18	10	1	32

Incomplete for want of returns from St. Paul's School.

Reports of Inspectors of Schools.

RETURN OF RACE
Return of Race of Pupils of all Schools in District Dapting

RACE	MISSION SCHOOLS										TOTAL SCHOOLS				ST. PAUL'S SCHOOL	
	1st VERMONT SCHOOL	2nd VERMONT SCHOOL	3rd VERMONT SCHOOL	4th VERMONT SCHOOL	5th VERMONT SCHOOL	6th VERMONT SCHOOL	7th VERMONT SCHOOL	8th VERMONT SCHOOL	9th VERMONT SCHOOL	10th VERMONT SCHOOL	Baptists	Methodists	Presbyterians	Episcopalians	Anglicans	Unitarians
HINDUS—																
Brahmins																
Khetri or Kshetris																
Kayasthas																
Naisaks																
Sonarbanas																
Other castes aboriginal																
Indians (Hindus)																
Total of Hindu																
MUSLIMANS—																
Muslims																
CHRISTIANS—																
Protestants																
Anglicans																
Total of Christian																
UNITARIANS																
Unitarians																
Total of Unitarian																
GRAND TOTAL																

Items omitted returns from St. Paul's School at Dapting received

Asani Cuck—Darjiling

Return showing the Class of Instruction at all the Schools in District Darjiling in the month of March 1873

	No of pupils in theseh (Jan 31st March 1873)	MIDDLE STAGE		PRIMARY STAGE				Total
		Comprising all pupils who are not chambered in the primary number 1 & 2. Will be placed pupils are usually four years in this stage		Comprising pupils who have not attained the standard of the primary of a school of reading the vernacular scholarship course. Pupils are usually 5 years in this stage				
		1		2		3		
		Boys	Girls	Boys	Girls	Boys	Girls	
1 Government Zilla School	35	5		16		11		
1 Government Boarding School	7			5		2		
1 Aided Middle School	21	9		12		6		
1 Aided Higher School	47	No return						47
1 Aided Mission Schools	613	3	4	248	1	30	1	
GRAND TOTAL	723	17	4	281	1	42	1	47

Statement of Schools under Inspection in Darjiling District, showing cost of Education, &c.

CLASS OF SCHOOLS	Number of Institutions	Average monthly attendance	Cost to Government	Total Cost	Cost of educating each pupil.		Hindu pupils	Musalm pupils
					to Government	Total		
Government Middle English Schools	2	41	Rs 180 4 9	Rs 1602 12 9	Rs 38 5 2	30 1 6	20	17
Aided Higher Schools	1	48	261 5 0	911 0 0	68 11 1	23 12 7		
Aided Middle English Schools	1	23	168 0 0	311 1 0	7 5 10	15 11		1
Aided Mission Schools	20	537	2320 0 0	6055 1 8	8 11	10 2 3		17
Mission Pathshalas	5	83	80 0 0	220 8 0	0 11 3	2 7 8		
Total	20	798	667 4 9	17,331 7 5	8 7 0	2 0 3	37	18

Reports of Inspectors of Schools.

JALPAIGURI.

1. Captain R C Money, the Deputy Commissioner, remarks that education has been very backward in this district, except in Boda, formerly a part of Rungpur, and the seat of a munsiff's court. The people do not live in villages or congregations of homesteads, but as a rule in solitary homesteads, scattered at some little distance from each other. Being a purely agricultural population, the boys at an early age are valuable for labour purposes, and hence are not sent to schools situated at a distance from their homes. He further states that the above remark is especially applicable to the Western Dvairs. Another cause operating against education is the absence of an upper or wealthy class in the district, the population being almost entirely composed of Rajbansis and lower class Masalmans holding small jotes. Added to these natural disadvantages, he adds, was the very defective system under which education had been, till very lately, controlled. He continues: "I would remark that, opposed as I have been since I have had charge of a district, to the system under which I was kept in the dark as to what was done for the education of the masses under my charge, while a Deputy Inspector managed such matters as he deemed best, I had no idea of the extent of its abuses until the late changes took place. I now find that grant-in-aid pathshalas used to be maintained without sanction from the site for which the grant was originally made, apparently to suit the convenience of pandits, and that pandits would themselves remove their schools, or shut them up as suited their own convenience. In fact, there was no controlling power. A distant Inspector of Schools, not possibly being able to look into such matters, was obliged to trust to his Deputy Inspectors, and the latter, as far as my experience has gone, managed their trust badly. The year under report has seen a great change, and if anything can be done to give education to the masses and bring it to their doors, it is the very wise measure which the Lieutenant-Governor has inaugurated."

2. With reference to the above, I would remark that a short time after taking over charge of this office, I had on several occasions to complain of the Deputy Inspector of the Jalpaiguri circle, and it was chiefly owing to his shortcomings that I had him transferred to the Rungpur district, so that he might be more under my eye. The present Sub-Inspector of Jalpaiguri I have every reason to be satisfied with, and I am glad to see that the Deputy Commissioner states that he "is an active officer, and takes interest in his duty."

3. At the close of the year 1872-73 there were 61 schools with 1,358 pupils, against 35* schools with 736 pupils, showing an increase of 26 schools and 622 pupils. Twenty of these are pathshalas started under orders of the 30th September, and the Deputy Commissioner reports that additional ones are being rapidly opened in suitable spots. In the Dvairs great difficulty is experienced in establishing schools†. The climate is bad, so that teachers can hardly be induced to go to these parts; besides, there are no regular villages, the people, as stated above, living in separate homesteads, so that it is not easy to select sites for schools, and where there are any, they are poorly attended.‡ There is one tribe, however, who congregate together more than the Rajbansis. These are the Méches; where one lives, others live, and they build neat and clean villages. "They are a bright, intelligent race," writes Captain Money, "and I am anxious to give them some means of education. They have no written language, and their numbers are too small to make it an object to instruct them in their own language. They use Bengali as their medium of intercourse, and I would suggest primary education in Bengali as most adapted to their wants. The difficulty will be to get men to live in the unhealthy jungles where Méches are to be found."

4. There is no HIGHER CLASS SCHOOL in this district, and the want is very much felt. I would earnestly solicit that Government be asked either to establish a Government zilla school at Jalpaiguri or to increase the aid which it now gives, so as to enable the Jalpaiguri school§ to maintain a staff of teachers similar to that in use in the zilla schools all over Bengal. That Government would be repaid for a little extra expenditure is, I think, very evident, since a better class of writers for its offices in Jalpaiguri could be obtained for the pay, if qualified men could be procured on the spot. As it is, the Deputy Commissioner says, "he never before experienced such difficulty in obtaining ordinarily fair English copyists as in Jalpaiguri." The school has been considerably improved during the year, extra subscriptions having been collected; and I recently sent a B.A. there as head-master. But

* This should be 33, vide note on the subject of primary schools below.

† It is proposed during the present year to open one or two experimental schools in selected Méchparahs for the healthy seasons of the year, and thus endeavour to create a taste for learning, and also educate a few Méch as teachers.—Commissioner.

‡ It is intended to employ the influence of Bodaram, a Méch Tehsildar, in carrying out this arrangement. For the Rajbansis living in the Dvairs there are schools at Fallacotta:—

Mynaguri.
Chenguari.
Shoptebari.
Anguri.

Pararpur,
Ahpur,
Bhahbari,
Haldibari,

} Pathshalas. The school at Fallacotta is middle class English.—Commissioner.

§ This school has hitherto failed for want of a good teacher, the salary being insufficient to attract a good man. The Committee have lately raised the pay of the head-master from Rs. 50 to Rs. 80. If the Government would establish a zilla school it would be a great boon, but pending the district reorganization, I cannot recommend this formally.

Asam Circle—Jalpaiguri.

one good man cannot make a school good; nor can one man, able to teach up to the Entrance standard, place a school on a footing with Government zilla schools which generally have two or more such men. I think Jalpaiguri, which is the head-quarters of the Commissioner of Kuch Behar, is entitled to a zilla school; but if so much money is not available, I would request that some increase be made to the present grant given to the school. Rs. 50 is now given monthly by Government, but if this sum were doubled, it would go far, with the additional subscriptions raised, towards bringing the school up to the status of a higher class school. The Deputy Commissioner states that some boys, who in former years had passed the minor scholarship examination, abandoned their studies, they having finished the highest course the district could offer and being unwilling to leave their parents and go to other districts.

5. **MIDDLE CLASS AIDED ENGLISH SCHOOLS.**—I learn from the Deputy Inspector's report that two of the four schools of this class which were in existence at the close of the year 1871-72, have been converted into purely vernacular ones*. I had no intimation of this before, and I have written to the Deputy Inspector asking him by what authority this was done. The Commissioner of Asam was kind enough to send a circular to all the District School Committees in the Asam valley to keep me informed of all their resolutions and proceedings that I may know of all changes which have been decided upon in Asam; but up to the present date (June 4), I have never received a copy of the Committee's minutes of proceedings, from either Jalpaiguri or Darjiling. I asked the Commissioner of Kuch Behar, in my No. 49 dated April 7, 1873, to direct the School Committees† in his division to favour me with a copy of their minutes, but I do not yet know of his having done so. I think the Inspector of Schools ought to be made acquainted with all the transactions of the School Committees.

6. I learn that the reason for converting these schools into vernacular ones was that as English schools they had proved failures owing to the want of qualified teachers,—a want which is accounted for by there being no higher class school in the zilla.

7. The Jalpaiguri middle class English school has been recently raised, as I said above, to very nearly the rank of a zilla school. It is a very good school‡ and all its candidates (four in number) passed the minor scholarship examination: and the two from the vernacular department passed the vernacular scholarship examination. The other middle class English school, which is started at Krishnaganj, was closed for several months of the year, the local subscription failing; it revived, however, on obtaining a grant from the Kuch Behar State, and is now reported to be working well.

8. **GOVERNMENT MIDDLE CLASS VERNACULAR SCHOOL.**—The Boda Model school is the only Government vernacular school in the district. It is reported to be doing well, and has lately had an increase to its establishment sanctioned by the District School Committee. I presume that the money is to come from surplus funds§. Two out of four candidates passed the vernacular scholarship examination. The Sub-Inspector writes: "A good model school for some locality in the Dwar territories is urgently required, and I pray most earnestly that you will be pleased if possible to get sanction to one for that part of the country."

9. **MIDDLE CLASS AIDED VERNACULAR SCHOOLS.**—Excepting the Titaliya school these do not seem to be thriving institutions. The Sub-Inspector complains that almost all the pandits of these schools are inefficient: he intends introducing new men, whom he hears he can get from the Dacca Normal School, and who are willing to serve in Jalpaiguri.

10. The *Middle Class Aided Girls' School*|| still continues to exist, with 13 girls on its rolls; it is not, however, supposed that it will be able to survive much longer, since the Kuch Behar grant has lately been transferred from it to the model school.

11. **MIDDLE CLASS UNAIDED VERNACULAR SCHOOLS.**—The Sub-Inspector mentions six such schools. Two of these receive Rs. 20 a month from Kuch Behar.

12. **PRIMARY SCHOOLS.**—At the close of the year 1871-72 there were¶ 19 pathsalas; but only 17 appear to have been working during the entire year 1872-73. Twenty new ones were started during the year under report, so that now there are 37 boys' pathsalas in the district. The Sub-Inspector writes—"The more frequently and vigilantly pathsalas are inspected the more diligently the pandits do their work; but the desired amount of supervision cannot be exercised over such an extensive area, in passing over which the traveller has to experience so many privations and difficulties, without an assistant to help in the work.** The institution of the system of primary scholarships has infused an active spirit of emulation among the pathsala teachers."

* I believe Mr. Martin himself recommended one of these changes, viz. of the Godra English school into a vernacular—vide his No. 1801, dated 28th of January 1873.—Commissioner.

† This was ordered. Their attention has again been called to those orders.—Commissioner.

‡ This is not in accordance with my opinion based on the late examination. The pupils seemed to have been badly taught, and what little they knew was learnt imperfectly.—Commissioner.

§ The Kuch Behar State finds the additional sum required.—Commissioner.

|| This was a private school, held in the house of an Honorary Magistrate, the only girls attending were those of his own family, and as his circumstances were such that he could educate his children, I withdrew the aid and applied it where it really was required.—Commissioner.

¶ This is a mistake. It turns out that two pathsalas which the Deputy Inspector of the Jalpaiguri Circle (Babu Bisvesvar Sen) put down as situated in Jalpaiguri, were really situated in zilla Kungpur.

** Another officer has been nominated.—Commissioner.

Reports of Inspectors of Schools.

13 The four *Unaided Girls' Pathsalas* will next year be included under the head of pathsalas sanctioned under orders of the 30th September 1872, since I understand they were to receive grants from April 1st 1873. Seven additional pathsalas were sanctioned for the Bhutan Dvars in November, but owing to the unwillingness of gurus to go to those wild regions they have not as yet been started. A model school in these parts would without doubt prove of great use, as its pupils could in time be made pathsala gurus of.

14. INDIGENOUS EDUCATION.—The information on this head is meagre in the extreme. The Deputy Commissioner does not allude to any at all: and the Sub-Inspector says he has no correct information* as to the number of unaided pathsalas, but thinks that 15 will not be far wide of the number. Taking the average attendance at these schools to be 16, we should have 240 boys receiving instruction at unaided primary schools.

15. The following gentlemen deserve the thanks of the Department for the interest they have taken in the cause of education :—

Captain Money, Deputy Commissioner Jalpaiguri.

Munsi Tariik Ulla, Honorary Magistrate.

* No census of pathsalas was taken with the census of the population. It is proposed to have such enumeration made in the ensuing cold weather.—Commissioner

Asam Cuck—Jalpaiguri.

Annual Return of Schools in the Jalpaiguri District for the year ending the 31st March 1873.

NAME OF THE INSTITUTION	Number of Institutions	Number of pupils on the rolls		Number of pupils in average monthly attendance	Pupils learning		Government grant for the year	Receipts from				Expenditure		Cost of educating each pupil		Number of pupils attending the school	Rate of fees			
		On 1st March	Monthly average		English	Burmese		Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	In the highest class	In the lowest class
A—Government Institutions																				
Schools for Boys—																				
Middle Vernacular	1	76	64	736	76	240	238 0 0	08 0 0	08 0 0	336 0 0	274 0 0	311 6	4 4 6	311 6	4 4 6	0 4 0	0 1 0			
Total for Government Schools	1	76	64	736	76	240	238 0 0	08 0 0	08 0 0	336 0 0	274 0 0	311 6	4 4 6	311 6	4 4 6	0 4 0	0 1 0			
B—Schools aided under the Grant-in-aid Rules																				
Schools for Boys—																				
Middle English	2	122	142	1,650	122	804	722 4 3	342 13 0	1,098 1 6	2,153 2 0	1,400 2 6	5 1 2	13 2 3	5 1 2	13 2 3	*1 0 0	0 1 0			
Under Native managers	10	317	310	3,114	317	1,674	1,809 9 4	268 11 0	1,627 1 0	3,771 5 4	3,192 2 6	4 9 6	11 4 5	4 9 6	11 4 5	0 2 0	0 1 0			
Middle Vernacular																				
Schools for Girls—																				
Under Native managers	1	13	17	238	13	168	168 0 0	21 4 3	118 3 9	537 8 0	537 8 0	9 14 1	19 13 7	9 14 1	19 13 7	0 2 0	0 1 0			
Natives																				
Total for Grant-in-aid Schools	13	422	479	5,002	422	2,646	2,870 13 7	627 12 3	2,763 6 3	5,763 0 1	5,051 13 0	5 11 1	11 8 0	5 11 1	11 8 0	1 0 0	0 1 0			
C—Circle Schools																				
D—Pathshalas sanctioned previous to orders of 30th September 1872, and distributed by the Director																				
Schools for Boys—																				
Lower Vernacular	17	276	245	9,911	276	1,020	776 13 9	+	660 5 6	1,437 3 3	1,437 3 3	4 2 8	5 13 10	4 2 8	5 13 10	*3 8 5	0 11 0			
Total for D Pathshalas	17	276	245	9,911	276	1,020	776 13 9		660 5 6	1,437 3 3	1,437 3 3	4 2 8	5 13 10	4 2 8	5 13 10	*3 8 5	0 11 0			
E—Pathshalas supported or aided under orders of 30th September 1872, by the Magistrate																				
Schools for Boys—																				
Lower Vernacular	20	331	312	3,412	331	800	155 13 9		331 2 0	446 15 9	446 15 9	0 7 11	1 8 11	331 2 0	446 15 9	3 8 5	0 1 0			
Total for E Pathshalas	20	331	312	3,412	331	800	155 13 9		331 2 0	446 15 9	446 15 9	0 7 11	1 8 11	331 2 0	446 15 9	3 8 5	0 1 0			
F—Institutions abolished during the year																				
Grand Total	1	1,075	1,010	12,110	1,075	4,746	4,011 9 1	725 12 3	3,564 13 0	28 3 1	494 0	3 3 11	6 15 6	3 3 11	6 15 6	1 0 0	0 1 0			
G—Unaided																				
Schools for Boys—																				
Middle Vernacular	6	103	122	1,063	103			45 13 0	911 3 0	937 0 0	982 14 10		6 7 5			0 2 0	0 1 0			
Total	6	103	122	1,063	103			45 13 0	911 3 0	937 0 0	982 14 10		6 7 5			0 2 0	0 1 0			
Schools for Girls—																				
Under Native managers	4	30	25	320	30															
Total	4	30	25	320	30															
Total of unaided Schools	10	133	147	2,283	133			45 13 0	911 3 0	937 0 0	982 14 10		6 7 5			0 2 0	0 1 0			

* In one school the rates vary from Re. 11 to 4 annas in the others three are 2 annas and 1 anna
 A B—The remarks in the column showing number of pupils in average at each dance monthly
 (a) Entrance fee—W S A.

Reports of Inspectors of Schools

RETURN OF RACE
Return of Race of Teachers of Schools in District Jalpaiguri

	GOVERNMENT MIDDLE SCHOOLS		AIDED MIDDLE SCHOOLS		PATH-SALA SCHOOLS		MIDDLE SCHOOLS		TOTAL of SCHOOLS	
	Be	al	Be	al	Be	al	Be	al	Be	al
HINDUS--										
Brahmins										
Kl etris					3				2	14
Kayasthas	1	4					1		1	1
Nabasaks					1				1	1
MUHAMMADANS--										
Sunis	1		1		18					4
GRAND TOTAL	1		6		19				1	

RETURN OF RACE
Return of Race of Teachers in District Jalpaiguri

	GOVERNMENT MIDDLE SCHOOLS		AIDED MIDDLE SCHOOLS		PATH-SALA SCHOOLS		MIDDLE SCHOOLS		TOTAL of SCHOOLS	
	Be	al	Be	al	Be	al	Be	al	Be	al
HINDUS--										
Brahmins	1	18	4		10				40	
Kl etris		1							1	
Kayasthas	1	4	4		22		11		4	
Nabasaks		4	20		139		43		23	
Soubarthas	1	1	1						6	
Otn rs above lowest		1					40		0	
Domes, Chundals, Harris		21			14				31	
Total of Hindus	3	26	29		186		101		9	443
MUHAMMADANS--										
Sunis	1	18	2		417		6		1	
GRAND TOTAL	4	44	31		614		107		21	454

This return differs slightly from that for Social Position the discrepancy being in the case of the Aided Middle Schools. In the Social Position Return we are given 74 Hindus and 76 Muhammadans

Asam Circle—Jalpaiguri.

Return showing the Class of Instruction at all the Schools in District Jalpaiguri in the month of March 1873

		UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE			
	Number of pupils in the school on 31st March 1873	Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1 2 3 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage.			
				Cannot read write, and understand easy sentences in their mother tongue.		Can read write and understand easy sentences in their mother tongue.	
		Boys	Boys	Boys	Girls	Boys	Girls
1 Government Middle Vernacular Schools	76		37	19		20	
2 Aided Middle English Schools	152	3	73	10		7	
10 Aided Middle Vernacular Schools	317		20	102		150	
37 Pathshalas	607			219		358	
6 Unaided Middle Vernacular Schools	103		3	47		92	
1 Aided Middle School for Girls	13				7		
4 Unaided Schools for Girls	30				4		
GRAND TOTAL	1,358	3	134	356	11	76	18

Statement of Schools under Inspection in Jalpaiguri District, showing cost of Education, &c

CLASS OF SCHOOLS	Number of institutions	Monthly average attendance	Cost to Government	Total cost	COST OF EDUCATING EACH PUPIL				Hindu pupils	Masalan pupils
					To Government		Total			
					Rs	A P	Rs	A P		
Government Middle Vernacular Schools	1	64	238 0 0	274 0 0	3 11 6	4 4 6	5	71		
Aided Middle English Schools	2	142	722 4 3	1860 2 6	5 1 2	13 2 3	71	51		
Aided Middle Vernacular Schools	10	310	1480 9 4	3192 2 6	4 9 6	10 4 5	67	20		
Aided Middle School for Girls	1	17	168 0 0	337 9 6	9 14 1	19 13 7		13		
Pathshalas	37	577	932 11 6	1974 3 0	1 10 9	3 7 3	180	417		
Unaided Middle Schools	6	152		982 14 10		6 7 7	101			
Unaided Schools for Girls	4	25					9	21		
Total	61	1207	3511 9 1	6570 11 10	2 12 8	6 12 3	440	51		

FROM THE REPORT OF BABU BHUDEV MUKHURJI, INSPECTOR OF SCHOOLS
RAJSHAHI CIRCLE.

1. The year under report has witnessed very considerable changes, administrative and territorial. To the administrative changes it is not necessary to allude in this report, as they affect the whole department. The territorial changes which have chiefly affected my own circle of inspection are these. The districts of Boorbhoom and Jessore have gone out, and the districts of Dinajpur, Itungpur, and Bogra, and the sub-division of Serajganj, have come in; so that my circle of inspection has now become fully coincident with the commissionership of Rajshahi.

2. All other inspectorial circles consist of two commissionerships; the Rajshahi circle consists of the Rajshahi commissionership only. It may seem from this circumstance that the position of this educational circle is lower than that of all the other circles; but such is not the case. So far at least as the number and importance of the schools it contains, and the attendance of pupils at them, are concerned, the position of the Rajshahi circle is higher than that of all the other circles, with the exception of two, the Central and the Western. I shall give some statements comparing the different educational circles with one another as they stood at the commencement of the year under report. It seems to me to be of much importance in a progress report that the point started from should be duly ascertained. The following table shows the number of different kinds of schools which received Government money in the different circles, with the total attendance of pupils at those schools as on the 31st March 1872:—

Circles	Commissionerships	Number of higher schools	Number of middle schools	Number of primary schools	Number of Normal schools	Number of girls schools	Total attendance of pupils
1 Central*	Presidency, Chota Nagpur	35	311	695	3	55	43,605
2 Western	Burdwan Orissa	47	345	983	6	51	45,790
3 Eastern	Dacca, Chittagong	14	356	94	5	20	21,913
4 North-Eastern	Assam, Cooch Behar	8	64	232	10	21	9,025
North-Western	Patna, Bhagalpur	11	101	91	9	3	9,454
6 Rajshahi	Rajshahi	11	273	653	6	39	26,325

* Exclusive of Calcutta

The statistics of area and population of the different educational circles, and the progress of education made in each circle as on the 31st March 1872, are shown in the following statement:—

Circles	Area in square miles	Total population	Male children of a school going age estimated at 1/4 of the population	Number of children at school	Percentage	REMARKS
1. Central	590,117	10,371,036	740,788	43,605	5.9	The figures in all the columns but the 4th and 6th have been taken from the Census and Public Instruction reports
2 Western	36,620	11,001,056	828,925	45,790	5.5	
3 Eastern	43,463	12,997,634	928,402	21,913	2.3	
4 North-Eastern	48,920	3,253,393	232,385	9,025	3.8	
5. North-Western	42,417	19,736,101	1,409,721	9,454	0.6	
6. Rajshahi	17,694	8,893,738	635,267	26,325	4.1	

It need hardly be remarked that the two first circles are weighted with the very backward commissionerships of Chota Nagpur and Orissa respectively, otherwise their relative positions with respect to the other circles would appear very much higher than in the table, but still Rajshahi would stand relatively where it does, as third among the educational circles.

Reports of Inspectors of Schools.

The expenditure of Government money on the different kinds of schools in the different circles is shown in the next table:—

Circle	Expenditure on high schools	Percentage of total expenditure	On middle schools	Primary		Non-school	Percentage	On girls' schools	Percentage	Expenditure	
	Rs	Rs	Rs	P	C	Rs	Rs	Rs	Rs	Rs	
1 Central	21,442	5.4	180,348	47.2	65,670	16.4	11,158	2.7	21,645	5.4	400,372
2 Western*	19,128	4.3	199,242	40.4	59,082		38,180	7.8	27,183	5.5	493,107
3 Eastern	65,605	28.1	134,522	57.0	12,450	5.3	17,149	7.3	2,651	1.1	232,201
4 North-Eastern	89,060	35.2	32,637	20.4	23,788	2.05	13,048	11.7	2,212	1.9	110,749
5 North-Western	85,504	47.9	53,667	30.08	6,843	3.8	31,383	17.6	957	.5	178,354
6 Rajshahi	50,750	21.5	121,428	46.1	38,976	18.6	29,577	11.2	6,408	2.4	263,230

No Government ruling has yet determined what should be the right proportion of expenditure on different descriptions of schools. But whatsoever may be considered as the fair and just share of each kind of school, it may be safely inferred from the figures given above that the Rajshahi circle has departed least from that just proportion, as all the other circles differ more widely from each other than they do from the proportions which obtain in this circle. The Rajshahi circle may be said therefore to have had the good fortune of being nearer the golden mean in this respect than all the other circles.*

I shall conclude my comparative statements with one more showing the proportion that inspection charges bore in 1872 to the total charges for education in the different circles:—

Circle	Education charges in schools		Inspection charges		Total	Percentage
	Rs		Rs		Rs	
1 Central	100,372		53,079		1,53,451	11.7
2 Western	193,107		58,160		5,51,267	10.5
3 Eastern	2,32,491		42,715		2,75,206	15.5
4 North-Eastern	1,10,711		26,183		1,36,894	19.1
5 North-Western	1,78,358		38,003		2,16,361	17.5
6 Rajshahi	2,63,230		46,703		3,09,933	15.0

The inspection charges, as compared to those of education, are therefore less in this circle than in all the other circles, excepting the Western and the Central.

3. Having said this much with regard to the position which the Rajshahi circle occupied among the other educational divisions at the commencement of the year, I shall now proceed to notice the most important events which occurred in its course, still however speaking of the circle as a whole. I must observe, however, at the outset of this narrative, that having been absent on sick leave during that part of the year in which His Honor's great scheme of primary schools was introduced, I shall not be able in this paper to speak of those schools from any personal knowledge of them. I must likewise add that three out of the seven districts which compose this division were placed under my inspection immediately before I took leave, and those districts have therefore never been visited by me. In fact I cannot speak of Dinajpur, Rungpur, and Bogra except from the reports of others which are now before me.

I am bound to state, however, that the materials from which my report for the year is to be compiled are ample, consisting as they do of at least two reports from each district,† one of which (the Deputy Inspector's) supplies facts and statistics, and the other (the District Committee's) gives remarks and comments upon them. Some of the Magistrates also have sent in separate reports of their own, fully describing how the system of primary schools has been introduced and worked in each district. The Commissioner has likewise been so good as to place at my disposal all the correspondence in his office on the subject of primary schools, as well as his own reports made to Government at different

* It must be noted, however, that compared with the other circles the Rajshahi spends least on higher schools and most on primary schools.

† Bogra excepted.

Rajshahi Circle

times of the year. The only particular in which the materials for my report fall short is this. The statistics of education for the year preceding that to be reported upon are very meagre as respects some of the districts, and those are precisely the districts which have come to me within the course of the year, and of which I have no personal knowledge. In a progress report in which comparative statements are of such importance, this defect will, I fear, tell sadly on the completeness of the present report.

The year 1872-73 was on the whole a year favorable to the progress of education in this division. Though not a year of remarkable plenty, it was free from severe droughts or inundations or outbreaks of epidemic disease. The price of food fluctuated within the ordinary limits at different seasons, and the dengue fever swept over the division, as it did over the whole empire, without doing any permanent injury. In fact, the people were easy, and if they had no abundance, they enjoyed perfect freedom from the pressure of high prices.

Such a year is one of progress in education; and accordingly the new system of education which was brought into operation during the year met with very considerable success. Not that the favorable year alone would have produced the rich crop of pathshalas which His Honor's scheme of primary education has called forth; the large scope given to that system had most to do in bringing about the positive increase in the number of schools and scholars which has taken place. The favorable year was a negative good, inasmuch as no obstacles were placed by it in the way of those who labored to give effect to the orders of Government.

To afford some idea as to the speed with which the great work has been carried out, I would mention certain circumstances, with the dates of their occurrence. The Government orders of the 30th September were communicated to me on the 23rd October. The removal of the head-quarters of the circle to Berhampur, and the necessary transfer of schools and districts, were effected within the first week of November; and before the second week of that month had expired, the scheme of primary education was set afloat under the Commissioner's orders in all the districts of which this division is constituted. Some of the Sub-Inspectors of the Mursidabad district told me before the 27th November, on which I took leave, that they had already closed their labours. Had not two of the Inspectors of this district fallen sick and taken leave, the work for the whole district would most probably have been completed by the middle of December. As it was, the work proceeded smoothly in all the districts, as will appear from the following table:—

DISTRICTS	The number of schools opened before the date of Commissioner's report, 10th March 1873.	Number opened before the 31st March 1873	
		Number allotted to each district by Government	
1. Mursidabad	117	160	150
2. Malda	26	42	70
3. Rajshahi	87	113	120
4. Rungpur	33	41	100
5. Pubna	85	142	120
6. Bogra	55	60	60
7. Dinajpur	64	202	150

Great credit for such good speed is no doubt due to the district authorities under whose immediate superintendence the work has been carried out, as well as to the Deputy and Sub-Inspectors who worked under their orders. But I may be permitted to add that the ground had been prepared for some time before for the rich crop of pathshalas which we have now reaped. In four out of the seven districts of the division a guru training school had been working for years, and the inspecting officers were well acquainted with the sites of the old pathshalas and the capabilities of the different villages. Financial and other restrictions in various shapes had kept the growth and extension of pathshalas in check; and when these were once removed, the inspecting officers had little to do but go about their rounds, filling up their returns and recommending the gurus they selected for rewards.

The circumstances above noticed offer to me ample matter for gratulation. I have had to regret year after year, when in charge of the pathsala scheme, the difficulties which were placed on the extension and development of that scheme. All these have now vanished, and the entire machinery of Government is now working on behalf of the improvement of "the national schools" of the

(2.) Its reactionary character.

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country. But I hope I may be permitted to say that it would have been far better if the justice now being done to the indigenous schools had not had to be done so late. For coming late it seems to have assumed some of the characteristics of a reaction. The strain is now as it were entirely on one side. The subordinate inspecting officers, placed under the direct orders of the Magistrates, to whom the extension of primary education has been entrusted, are employing their energies almost solely on the new pathshalas, and leaving all other schools very much to take care of themselves. The once neglected pathshalas have it now all to themselves, while the heretofore-petted grant-in-aid schools are being left nearly unrequited for. I was absent from my circle from the end of November to the close of the official year. One of the first things I did on resuming charge was to examine the diaries of the Deputy Inspectors and Sub-Inspectors of the circle for the months I was absent, and I found that although these officers had been constantly on the move, their visits to the aided schools had been but few and far between. The aided schools must in the end suffer from such lax inspection of them if it should continue, and I would therefore be permitted to express my hope that the necessary provision may ere long be made for the continuance of such inspection as those schools have had heretofore.

A comparison of the number, attendance, and efficiency of the aided schools of the division for the past two years, will show how the aided schools have borne up against what was a necessary neglect of them during a part of the year by the inspecting office. In the following table such a comparison is made:—

DISTRICTS	NUMBER OF AIDED SCHOOLS						ATTENDANCE OF PUPILS ON 31st MARCH						NUMBER PASSED			
	Higher		Middle		Lower		Higher		Middle		Lower		Entrance		Middle vernacular	
	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73
Murshidabad			62	49	15	3			1,757	1,807	900	83		21	53	54
Rajshahi	3	2	31	21	17		318	220	1,446	1,521	347		1	20	51	46
Pubna	1	2	48	45	2	5	216	323	2,234	1,921	93	315		7	58	97
Rungpur		1	30	13				26	1,187	1,235				4		27
Malda			15	12					558	612					1	13
Dinajpur			34	23		2			716	618		37		2		18
Bogra			15	10					600	344						4

It would seem from the above that of the middle and lower aided schools, 25 have disappeared from the Murshidabad district, 19 in Rajshahi, 1 in Malda, 13 in Dinajpur, and 8 in Bogra. Pubna has got an increase of 3, and Dinajpur of 2, lower aided schools. A part of this increase and decrease is to be attributed to transfers of schools from the books of one district to those of another, but the greater part of the decrease is owing to the schools having been closed. It is not perhaps quite impossible that the new primary schools have drawn away their pupils from the aided schools which have been shut up. Experience has proved that aided schools die off 8 per cent. every year, the mortality being heaviest among the lower schools under the grant-in-aid system. But the death-rate during the year under report (about 24 per cent.), and among the middle schools too, is quite unprecedented.

In describing how I conducted my inspections, I stated in my report for 1871-72 that in examining schools I kept two points chiefly in view—(1) to show to the inspecting officer who accompanied me how to examine every boy in the school in every subject of his study, and (2) to point out to the teacher how each subject should be taught. I thought it not only unnecessary to go into more detail, but I felt that no detail that I could give in an annual report would fully or correctly represent all the various ways which a professional examiner has to adopt under a diversity of circumstances. No one stereotyped system can serve all the purposes of a thorough school inspection. Not only must the mode of examination differ in different classes of schools and in different classes of the same school, but also, in some measure, in different schools of the same class; otherwise examination will fail of one of its prime ends,—the correction of the teacher's deficiencies. Pedagogy, it is true, has not yet come to be a science, nor can it be one until those branches of knowledge—and they are manifold—on which it depends have risen to be sciences. Still it must be the aim of the professional examiner to try to be something better than a mere quack. He should not follow the same invariable method in all cases. He must not prescribe the same drug and dose for every patient. I have been all along so strongly impressed with this belief, that with a view to make my Deputy Inspectors realize it as well, I have often made them discuss with me the advantages of different modes

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and subjects of school examination, and illustrate those advantages from their own experience. It is not easy, therefore, for one who examines every year, on an average, eight thousand pupils in different stages of progress, brought up by about four hundred different teachers, to prescribe fully the exact method he follows in his examinations in all cases. I can only say generally that when I visit large schools and stay at the place for more than a day and night, I give questions to the upper classes to be answered by them in writing; otherwise I avoid giving written questions: for I think it necessary to examine and correct the answers in writing and return them to the boys. To take away the written answers from the pupils is, in my opinion, worse than useless. When I examine in reading I never take a book in hand, because I want to impress upon the boy reading to me that I depend entirely upon his clear and distinct pronunciation and intelligent reading for my understanding of the passage he reads. When examining in dictation, I make it a rule never to dictate out of any book or paper, nor do I ever repeat the words I have once dictated. These two points appear to me to be of immense importance in this very useful school exercise. When examining in arithmetic, I usually give but little slate-work; nor do I endeavour much after getting explanation of principles from the junior pupils. I try them chiefly in quick and varied mental calculations. When examining in geography, I take care to put questions which can be answered from a knowledge of the map only, and not from any amount of getting up of a text-book on the subject. In schools not supplied with maps, I strictly forbid the teaching of geography.

The reading of manuscripts has been made a subject of school examination by His Honor the Lieutenant-Governor. I shall attend to this subject in future, though I must confess it had not my attention heretofore. It would have had my full attention during the latter half of the year had I not been out of charge during that time.

The inspections made by me during the part of the year I hold my post were of 128 schools, in which I examined 3,066 pupils. Babu Prasanna Kumara Sarvadhikari, who acted for me from December 1872, visited 27 schools. I travelled 1,509 miles, of which 997 were by rail and 512 by *dal*. The Officiating Inspector travelled 218 miles by *dal*. I drew Rs 715 in travelling charges, and the Officiating Inspector, Rs. 84-7. In all, therefore, 155 schools were visited during 1872-73 by the Inspector of the circle; and Rs. 799-7 drawn by him in travelling charges.

The inspections made by the Deputy and Sub-Inspectors of the circle are tabulated below:—

Names	Designations	Salary per month	Salary drawn during the year	MILES TRAVELLED			Number of schools visited	Travelling charges drawn
				By rail	By <i>dal</i>	Total		
		Rs.	Rs. A. P.					Rs. A. P.
Babu Mati Lal Mitra	Muzsabadad	100	1 119 0	119	1 63 3/4	1 785	217	437 7 6
Dwarkan Nath Banerji	Kanpur	75	962 5 9	400	2 107	1 807	2 3/4	677 10 0
Ban Madhav Chaki	Till Bha.	75	900 0 0	511	1 7 27	1 276	109	5 2 11 6
Broja Mohan Tarkalankar	Junkpur	75	900 0 0	900	1 8 1	2 151	201	54 14 0
Prasad Mohan Mukherji	Rajshahi	1 40	1 800 0 0	210	1 8 2	2 122	112	4 0 0 0
Lakshmi Das	Beaulah	75	900 0 0	210	1 8 1	2 121	201	4 0 0 0
Kali Nath Chaudhuri	Natote	75	900 0 0	180	2 177	2 851	280	198 0 0
Bluhun Mohan Niyogi	Patna	150	1 800 0 0	280	2 327	2 616	300	1 18 5 0
Birchand De	Chitmar	75	900 0 0	270	2 6 57	2 907	304	8 2 8 0
Sarat Chandra Das	Saraganj	150	1 500 0 0	1 1/2	1 1 3	1 3	18	107 0 0
Jawan Chandra Khasnawis	Ma'da	100	1 200 0 0	386	2 202	2 588	299	660 0 0
Dwarkan Nath Datta	Dinajpur	100	1 200 0 0	1 300	1 300	1 300	213	30 0 0
Basi Bluhun Sen	Thakurgaon	75	900 0 0	2 121	2 1 7	2 1	221	60 12 0
Gopal Chandra Chakravarti	Guni-rampur	75	900 0 0	3 630 1/2	3 15 1/2	3 15 1/2	211	8 1 6
Govinda Ch Chakravarti	Chintamon	75	900 0 0	1 857	1 8 7	1 8 7	2 7	6 1 1 0
Malika Ch Chakravarti	Bogra	100	1 200 0 0	2 6 30	2 6 1	2 6 1	215	70 1 0
Hari Hari Das	Rungpur	150	1 800 0 0	7 12	7 12	7 12	1 1	10 0 0
Ganaka Nath Ray	Rhubanganj	75	900 0 0	2 472	2 472	2 472	288	
Mahim Chandra Chatterji	Ahijore	75	900 0 0	2 13	2 13	2 13	28	
Blueswar Sen	Kumarganj	75	900 0 0	5 2	5 2	5 2	101	1 082 0 0

Besides the main and strictly professional objects of school inspection which have been already explained, there are two other objects also of considerable importance, which neither myself nor the subordinate Inspectors lose sight of: (1) We examine the registers of attendance and other school records; (2) we test and correct, if necessary, the classification of schools and scholars. I shall dwell a short while on this last-mentioned work of ours. There is a tendency in all mofussil schools, excepting the Government zillah schools, to increase their number of classes. This is owing partly to the pressure applied to the teachers by the managers of schools, who believe it to be their interest to have their children pushed up fast, and partly to the ambition of the teachers themselves, who think it very creditable to themselves if they can have a few show-boys under them. This tendency to increase the number of classes is unhealthy, and proves particularly injurious to schools in which the teaching staff is not large. One of the duties of the inspecting officer is to correct this evil. In order to do this he has very frequently to set himself both against manager and teacher, and every Assistant Inspector is not always found equal to the work. With a view to strengthen the hands of my assistants, I

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laid down in 1869-70 a full and definite course of studies for the different classes of the different grades of schools under my inspection, and enforced a strict classification of the students according to the progress made by them in that course. In my report for 1871-72 I gave a table showing what numbers of students were in each class; and Mr. Woodrow, reporting for the Director the same year, considered the table as affording valuable information. But unfortunately the necessary returns were not called for during the year under report, and I am now unable to supply it. I cannot forbear expressing my apprehension that without such check as was kept up in years preceding the last, the studies of the pupils will not be duly regulated, nor their classification be sufficiently accurate.

I must say here, however, that a form of return was prescribed by the Director for the last year which serves *one* of the purposes of the table I have been describing. It shows generally what number of pupils are receiving primary, and what number secondary or higher education in our schools. It proves that (the question of cost per pupil apart) our middle and higher schools are useful for purposes of primary education as much as for secondary education, it proves that 89·6 per cent of our students are primary students only. The table for the Division is given below :—

	Number of pupils in the higher stage of progress	Number of pupils in the middle stage of progress.	Number of pupils in the primary stage to progress.	Total number of students
1. Higher Schools	159	829	665	1,953
2. Middle Schools		850	1,901	2,751
3. Primary Schools		830	37,752	38,582
4. Normal Schools		1·2	44	264
5. Girls' Schools		10	346	396
6. Artizan Class			9	9
Total	527	4,829	40,315	51,701

I would remark, with reference to the above table, that considering the nature of our school system, the result could not be otherwise than as shown above. Under our system every school, whatever its status, has its A, B, C, or κ, χ, η , class. Every school begins from the very beginning, and goes up through different stages of primary and secondary education to its own highest standard. Were the system made different—that is, were it ruled that middle schools should begin only where the primary schools ended, and the higher schools begin only where the middle schools ended, and so on—then only could the primary schools on our books be considered as institutions exclusively for primary education. It is not for me to say if such a system would prove beneficial. It has its advantages as well as its disadvantages. But I may be permitted to remark, in passing, that something like it was in the contemplation of some of the Punjab educational authorities when I was deputed to that province in 1867-68. I have also, during my recent sojourn in British Burma, while on leave, seen a system like this being introduced in that part of the empire.

I would be permitted to dwell a short while on the effect which the change above indicated in our school system would produce on the indigenous pathshalas. It may be taken for an indisputable fact that wherever in Bengal a middle school is wanted by the people, an indigenous primary school or schools must be existing, or must have been recently in existence. If you would meet the demand for higher education on the part of the people and yet save or revive the indigenous primary schools, the simplest course would seem to be to rule that in the middle school set up with Government money, they must begin from where the indigenous schools end and not lower. Say, for instance, that the qualification for admission to a middle school will be a knowledge of reading easy sentences, of writing such sentences from dictation, and of the fundamental rules of arithmetic. Under such a ruling it will be impossible for a middle school to swallow up, as it does now, all the primary indigenous pathshalas of its neighbourhood. On the contrary, the managers of a middle school, set up under such conditions, will find it to be their interest and necessity to take that proper interest in the indigenous primary schools the alienation of which interest from them has been the chief cause of their decay. The interest of the respectable classes of the community being thus permanently secured for the pathshalas, the inspection of them by Government officers, the submission by them of statistical returns, and even the improvement of the breed of their teachers, will follow as matters of course. I venture to think that under such a system we shall neither ignore the indigenous schools of the country nor enter into competition with them, but save and

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improve them by the simple fact of an indirect recognition. It is hardly necessary to add that the opinion I have ventured to express is with reference to the question of the salvation and improvement of the indigenous pathsalas, a question not identical with, but a part only of the more comprehensive question of, mass education.

There are now under inspection 1,261 pathsalas in the division. The number not yet brought under inspection may be roughly estimated at 1,500. Supposing each of these institutions to teach on an average twenty lads, the number of students in all the pathsalas of the division will be 63,409 only. Now, the population of the division is 8,893,738 souls. Taking one-fourteenth (a proportion I have found to hold in my past inquiries) of the entire population to represent male children of a school-going age, the number of such children for the division will be 635,267. Subtracting from this the number of children at our higher and middle schools, which is 12,748, we have a residue of 622,519 children, of whom, as already seen, 63,409 only are in the pathsalas inspected and uninspected, and 559,110 that never come to any school. This must be conclusive that any scheme for the *improvement only* of existing pathsalas, however successful it may prove, cannot of itself be adequate fully to effect the education of the masses. For that purpose a very large and wide *extension* of the pathsala system, as well as other measures, are required. One of these measures I have long deemed to be the extension of the system of night pathsalas *along* with the day pathsalas. These, from all I have seen of them, have appeared to me, generally speaking, to be almost *pure* mass schools. The statistics of the social position and caste of those who attend these schools go to support the same view, and I am happy to find that the Magistrates of Mursidabad and Rajshahi have spoken of the night pathsalas as mass schools, and expressed their wish to see them increase. In the next two tables the caste and social position of the pupils of the night pathsalas and of the pathsalas set up or brought under supervision under the orders of the 30th September last are compared together:—

1.—*Caste.*

SCHOOLS	HINDUS										MUHAMMADANS			Total number of pupils
	Brahmins	Khairs	Vaidyas	Kaiths	Nayaks	Kuberialas	Sartanas	Other castes	Dames &c	Total	Shas	Santis	Total	
10 Night Pathsalas	12	4		30	307	141	2	245	44	784	32	739	771	1,536
2 New Pathsalas	1,101	93	50	1,172	2,208	1,070	160	3,722	371	1,007	291	0,163	0,437	10,444*

* Three aborigines are to be added to the number, and 39 pupils not returned in the original papers.

2.—*Social Position.*

SCHOOLS.	SOCIAL POSITION OF THE PUPILS						Total number of pupils
	Upper	Percentage of total	Middle	Percentage of total	Lower	Percentage of total	
1 Night Pathsalas			121		4,435	92.3	1,556
2 New Pathsalas			3,272	16.82	16,157	83.15	19,429*

* 350 pupils have not been entered in the original returns.

It will be seen from the above tables that the percentage of children of lower social position and of inferior caste predominates in the night pathsalas over that of the new pathsalas. I have not introduced into these comparative statements the statistics of the old 5-rupee pathsalas, for the new pathsalas remain as yet unaffected by Government supervision, under which they have been brought only recently; while every care has been taken in so bringing them, as the Magistrates' reports testify, to leave their teachers and modes of instruction quite intact. There can be no gainsaying, therefore, that these new pathsalas on our books are the true representatives of the indigenous schools. Now, although it is plain that a large proportion of the pupils of these schools belong to the lower orders of the community, it is by no means as clear that they belong to the veritable "hewers of wood and drawers of water." We have no doubt descended to a lower stratum by means of the new pathsalas, but nothing proves that we have come down to the lowest stratum as yet,—to the stratum which our night pathsalas have reached wherever they have been set up.

In point of fact the indigenous pathsalas are not now, and never were, *pure* mass schools.

(4.) The true position of the pathsalas in our school system.

They are the last remnants of the municipal system which at one time overspread the whole length and breadth of the land. They are simply primary schools, attended, when not interfered with by our schools,

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by all classes of the community, and when interfered with by our schools, by the lower middle classes chiefly. The effect of Government supervision of them has heretofore been to regulate and elevate their standard of instruction, and to keep at them, or to restore back to them, the children of the upper classes in some measure, and of the upper middle classes in a large proportion. But although not pure mass schools, the pathsalas have always appeared to me to occupy a very important and central position in our school system. Their night classes are pure mass schools, their girl classes open an easy way for the advancement of female education, and their primary scholarships, at last instituted for them by His Honor, pave the way from them to higher education. Agricultural and art schools, should they ever be instituted in this country, would without doubt find their most constant feeders in the pathsalas. Rooted in the affections of a most conservative people, the pathsalas possess that strength and vitality which best befit them to occupy the central position which, I believe, they are slowly regaining after long years of unmerited neglect.

I shall now proceed to give in the following tables (1) the caste and (2) the social

(4) The statistics of the position of the pupils of the different kinds of schools in the division.

General Statistics—Rajshahi Circle, 1872-73

	Number of schools	Number of pupils on 31st March 1873	Average attendance	EXPENDITURE			REMARKS
				Government	Other sources	Total	
				Rs A P	Rs A P	Rs A P	
Higher Schools	7	1036	7075	37 107 3 1	18 073 8 8	55 080 11 9	
{ Governmen							
{ Aided	5	599	3315	3 487 11 4	9 017 0 7	13 504 11 11	
{ Unaided	2	436	417		4 062 1 8	42 032 1 1	Of this amount
Total	17	2071	100124	40 802 14 5	70 583 10 14	111 385 24 15	Rs 1,000 1,000
Middle Schools	28	1198	1047	6 003 15 10	2 000 0 10	8 003 15 20	Nizamut (cl
{ Governmen							l ge
{ Aided	21	809	7384	38 103 5 6	5 374 4 7	43 477 10 1	Rs 10 197 7
{ Unaided	7	389	308		6 127 12 9	8 127 12 9	for Nizamut
Total	35	1587	1047	44 103 5 6	11 501 17 6	55 604 23 2	School making a total
Primary Schools	4	137	1464	447 8 3	190 11 9	637 10 2	Rs 20 175 7
{ Governmen							laid out from
{ Aided	1 178	33034	22203	22 996 11 9	18 038 0 6	41 034 12 5	Nizamut Fund
{ Unaided	2 2	1030	2412		1 874 14 3	1 874 14 3	
Total	1 180	34064	24615	24 144 11 9	25 030 0 6	49 174 12 5	
Girls Schools	20	11	2308	2 423 8 0	3 215 15 3	5 638 23 3	
{ Aided							
{ Unaided	3	10	14		216 0 0	216 0 0	
Total	23	21	2322	2 623 8 0	3 431 15 3	6 054 23 3	
Normal Schools	5	111	203	25 217 6 11	808 15 1	26 025 26 2	
{ Governmen							
{ Aided	1	10	13	2 906 11 8	1 483 5 4	4 390 17 2	
Total	6	121	216	28 123 7 29	2 303 16 5	30 426 23 8	
Artizan Class (Aided)	1	0	5	30 0 0	30 0 0	60 0 0	
Grand Total	2002	5011	3113919	100 000 1 4	171 915 7 8	33 517 9 0	

Caste and Caste of Pupils

	HINDUS									MUHAMMADANS			CHRISTIANS				Grand Total	
	Brahmans	Kshetris	Vaidyas	Kaisthas	Navasaks	Kaibartabs	Sarna bahars	Other castes	Domes &c	Total	Shias	Sunns	Total	Roman Catholics	Protestants	Total		Aborigines
Higher	883	20	167	486	120	58	45	154	8	1 859	71	203	274	1	15	16	2	2 251
Middle English	827	51	88	421	438	103	40	162	20	2,256	04	423	401	1	3	4		2 751
Middle Vernacular	1 398	10	198	1 083	1 288	426	75	821	97	5 348	72	2 237	2 309	2	2	4		7,701*
Primary	2 204	228	102	1,961	4,737	2,244	434	6 888	807	19,099	4,531	14,350	18,887	4	4	8		38,590†
Girls school	66	3	17	70	67	15	6	35	22	301		79	85	4	0	10		396
Normal	75	1	2	57	27	19	1	81	27	240		86	80					326
Artizan class								4		4		5	5					9
Total	5,643	372	614	4 087	6 077	2 869	607	8 105	981	20 817	4 748	17 380	22 137	8	30	38	4	52,024

* 45 Pupils of Uthpur Circle, Bungpur not returned
† Bungpur and Dinajpur have not returned 571

*Rajshahi Circle.**Social Position of Pupils.*

	UPPER			MIDDLE				LOWER				Total	REMARKS
	Hindus	Muhammadians	Total	Hindus	Muhammadians	Christians	Total	Hindus	Muhammadians	Christians	Total		
Higher	58	41	99	1,547	155	1	1,703	150	72	1	223	2,011	240 pupils of the Murrabad district not returned
Middle English	48	1	49	1,552	194		1,746	681	297	1	979	2,751	2164 pupils not returned
Middle Vernacular	12		12	2,887	608	2	3,497	2,509	1,729	2	4,240	7,741	14 girls not returned
Primary	12	2	14	3,777	1,749	1	5,527	14,824	16,629	3	31,456	36,987	15 female normal pupils not returned
Girls' schools	5		5	187	18	6	211	101	53	4	158	382	
Normal				134	3		137	91	83		174	311	
Artizan class								4	5		9	9	
Total	110	44	154	10,114	2,721	16	12,851	19,318	18,868	14	37,200	50,205	

Examinations.

	Number of Schools		Number that sent candidates		Number of candidates sent	Number passed	
	1871-72	1872-73	1871-72	1872-73		1871-72	1872-73
Entrance	15	17	11	15	115	22	34
Minor	61	60	1	27	73	36	30
Vernacular	174	172	1	128	356	105	180
Normal	3	3	3	3	77	23	48
Total	253	252	22	173	621	186	302

Caste and Caste of Teachers.

	HINDUS									MUHAMMADIANS			CHRISTIANS			Grand Total
	Brahmins	Kshetris	Vaidyas	Kausthas	Narasals	Kabbarthas	Smarbanas	Other castes	Domes &c	Total	Shias	Sunnis	Total	Protestants	Catholics	Total
Higher	52		10	26	8	1		1		98			4	1		103
Middle English	104	6	20	35	3	1	1	1		171		3	3			174
Middle Vernacular	150	3	28	74	21	9	19	16	4	323		53	53			376
Primary	900	42	24	226	111	99	21	196	11	1,128	23	633	656	8	2	1,786
Girls'	10	2	1	1	2	3		5		30	10	10		3	5	48
Normal	11			2						13				1	1	14
Artizan class				1				1		2						3
Total	609	53	63	365	175	113	40	220	17	1,705	23	703	726	3	12	2,508

Rajshahi Circle—Mursidabad.

1. **HIGHER SCHOOLS.**—There are five such schools in the district, and one of them is the Collegiate School at Berhampur, and another the Nizamut school in the city of Mursidabad. Of the other three, one is called the Nizamut College, in which only the relatives of His Highness the Nawab Nazim receive education, and the two others are the Rajah's school at Kandi and the Mission School at Khagra. At the last Entrance Examination 50 candidates were sent up from four of these schools, the Nizamut College sending none. Twenty-one of the candidates were passed, seven being placed in the first grade. Twelve out of the twenty-one successful candidates were from the Collegiate School, and five from the Mission School. The total number of pupils in all the five higher schools of the district is 752, of whom 110 are Muhammadans. Surveying is being taught only in one of the five schools, namely, the Collegiate School, which is also getting up a gymnasium, where the pupils attend to exercise on the parallel bar, &c., under a qualified teacher of gymnastics. The Rajah's school at Kandi will shortly have a surveying class placed under a competent teacher from the Civil Engineering College in Calcutta. The Nizamut School has also begun to teach surveying from two months before the date of this report.

2. **MIDDLE SCHOOLS.**—The total number of middle class schools in this district is 51. In twenty of these English is taught. Eighteen of these 20 schools are aided by Government, and two only are unaided. The total number of pupils in these 20 schools is 854, of whom 71 only are Muhammadans. In the report of the district committee it is stated that the committee think that schools of this class are especially adapted to the education of the large and important middle class of the community. At the last examination, however, 9 schools only sent up 21 candidates, of whom 13 were passed, 6 of them obtaining minor scholarships.

Of the 31 vernacular middle schools, 31 are aided, 1 unaided, and 2 Government schools. The total number of pupils at these schools is 1,314, of whom 150 are Muhammadans. Sixty-nine candidates, of whom one was a Muhammadan, came up from 22 schools to compete for vernacular scholarships. Forty-seven were passed and nine obtained vernacular scholarships. About half a dozen of the middle schools have begun to teach surveying; and although most of them have not been yet supplied with the instruments necessary to teach it practically, yet the teachers are applying themselves manfully to get up the theoretical part of the subject.

3. **PRIMARY SCHOOLS.**—These are of three descriptions—(1) the lower vernacular schools under the grant-in-aid system; (2) the 5-rupee pathsalas; and (3) the new primary schools. There are three lower vernacular schools, two of which are aided, and one Government school. These contain 85 students, of whom 18 are Muhammadans. The Deputy Inspector does not speak very favorably of these schools. He thinks that the 5-rupee pathsalas are many of them better than these schools. I have long held, and repeatedly expressed my own conviction, that lower schools do not do well under the grant-in-aid rules. The Government school of this description is the model or practising school attached to the training school at the station, where the gurus learn practically how to teach under the superintendence of one of the normal masters.

There are 72 old or 5-rupee pathsalas, on which the Deputy Inspector reports to the following effect. These pathsalas have 1,894 pupils, of whom 359 are Muhammadans. Each of these pathsalas is under a certificated guru, who is generally allowed to board and lodge with one of the managers, so that his receipts from local sources average about Rs. 5 per month. These pathsalas, generally speaking, teach up to the 3rd class course of the middle vernacular schools, and have therefore the status of lower vernacular schools; but where circumstances favour, they push up higher and try to send pupils to the vernacular scholarship examination. The Jamua pathsala, to which only a single 5-rupee stipend is given, has had its instructive staff increased to three teachers by the managers, and it sent up two successful candidates to the last vernacular scholarship examination. With reference to the instruction imparted at these pathsalas, the Deputy Inspector reports:—"Sound instruction, combined with all that is practical and useful in every-day life, are imparted in these pathsalas." He adds—"These little schools must in course of time grow and develop into superior schools." The district committee, remarking on the above report of the Deputy Inspector, are of opinion—"This development renders the pathsalas unsuited to their end as schools for the masses, and vitiates the scheme in its working." I have only to say to the above remark of the committee that in the first place the district has not yet received its required full number of schools of all kinds; and *secondly*, that I have not yet found occasion to differ from the conclusion to which the English committee of education came in 1863-64, that "Government supervision of primary schools has the inevitable effect of raising the standard of instruction in them." Under the Government order of 30th September last, 177 new primary schools have been established, revived, or subsidised. Of these 160 are said to be working well, and have sent in returns. The total number of pupils in these pathsalas is 3,920 boys and 20 girls, or 3,940 in all. Of these 1,452 are Muhammadans. The teachers of these pathsalas consist of 119 gurunahashays, 23 passed and unpassed pupils of the training school, and 19 students of vernacular schools. The number of Muhammadan gurus is 38, of whom 16 have charge of maktabas, where they teach Arabic and Persian as well as Bengal. Besides

Reports of Inspectors of Schools.

the 177 pathshalas subsidised under the orders of September last, 79 pathshalas have started under private enterprise; these also have furnished returns. They educate 1,994 boys and 14 girls, or 1,958 pupils in all; of whom 613 are Muhammadans and 4 Native Christians, the first instance (the committee think) of Native Christians attending such schools.

There are 13 night pathshalas under the reward system of 1866-67, attended by 281 pupils; of whom 240 are Hindus and 41 Muhammadans. There is also a night school under the grant-in-aid system, attended by 27 Muhammadans and 3 Hindus. These schools afford instruction of an elementary character, and are attended chiefly by adult laborers.

4. **NORMAL SCHOOLS.**—There is one normal school in the district; it is called the Berhampur Training School. It had 75 pupils on its rolls on the 31st March last, as against 84 of the preceding year. Forty-three candidates went up for the annual pass examination, and 3 passed in the 1st grade and 34 in the 2nd grade. "Some improvement," the Magistrate remarks, "is highly desirable in the boarding accommodation of the students."

5. **GIRLS' SCHOOLS.**—There are three aided girls' schools in the district, and six girls' classes attached to pathshalas, and the number of pupils attending them is 177. The aided girls' school at the station is much cared for, and appears to be the best conducted girls' school in the district.

GRANTS FOR EDUCATION FROM GOVERNMENT ESTATES, &c.—The Magistrate reports that out of the rental of Government estates one per cent. has been set aside for educational purposes, amounting Rs. 127. It would seem, however, that the above sum has not been yet actually sanctioned, but that correspondence with that object in view has been entered into, and the necessary orders are expected. The Mursidabad municipality has given Rs. 200. From the estate of the late Babu Kedar Nath Mahata, now under the Court of Wards, has been received Rs. 120; ditto Paikparah Rs. 121;—in all Rs. 568.

I should add here that the Paikparah estate supports the excellent higher class school at Kandi, the annual cost of which to the estate is Rs. 4,655-13-6, and also contributes Rs. 20 per month for the support of the yet unaided middle school at Balia. The Magistrate further reports that "assistance has been procured from some of the zemindars and influential villagers. A number of the former have promised pecuniary contributions, and the latter have in many cases furnished house accommodation for the pathshalas, and received the gurus in their houses free of board. . . . Rao Jogendra Narayan Ráy of Lal Gola has himself started four pathshalas, which will be maintained entirely at his own cost. . . . Babu Annada Prasad Ráy of Kasimbazar has evinced his interest in the education of the masses by a contribution for the aid of schools started in his estates."

I shall conclude this report with some extracts from that made by the Magistrate describing the way in which the new scheme of primary school was introduced in the district by him. "The Deputy and Sub-Inspectors were directed to proceed at once to their circles and begin the work of starting new schools and inspecting old ones, with a view to make grants for the most useful of the latter, and to start new ones in the most neglected parts of the district. I also laid down certain rules for their guidance in carrying out these operations, directing them, when starting and recommending grants to pathshalas, to consider (a) the populousness of the villages and thanas in which they were situated; (b) the condition and circumstances of the inhabitants; and finally, the proportion of Muhammadans to Hindus in the population, with the view of securing to the former a fair share of the advantages of the system introduced. The Deputy Inspectors were also required to send in weekly diaries of the place visited and the work done by them." The district committee have expressed their unqualified approbation of the very thoughtful and considerate measures taken by the Magistrate in introducing this important educational measure in the district.

STATISTICAL TABLES.—The statistics of the different classes of schools in the Mursidabad district are tabulated below:—

Rajshahi Circle—Mursidabad.

General Statistics—Mursidabad

SCHOOLS.	Their number	Number of pupils on 31st March	EXPENDITURE						REMARKS		
			Government			Local sources.				Total	
			1871-72	1872-73	1871-72	1872-73	1871-72	1872-73			
Higher	1	157	218	133	144	14,115 5 10	24 30 0 6	4,389 0 0	6,803 4 0	1,607 8 10	31,640 4 6
	3	48	7	30	411			21,000 12 1	40,645 11 0	21,000 12 1	40,645 11 0
	2	104	14	130	125	6,205 15 3	476 0 0	664 6 6	844 10 3	1,230 5 9	1,077 10 3
	4	1	1	1,907	1,507	10,311 1 3	5,147 12 9	6,886 7 9	13,538 0 6	24,351 9 0	21,680 13 3
Middle	2	102	114	62	100			16,321 9 5	2,682 14 3	16,321 9 6	2,682 14 9
	1	84	52	34	25	1,211 0 0	137 0 5	90 0 0	4,015 9	210 0 0	179 0 0
Primary	48	1,773	4,188	1,512	4,605	5,641 5 6	6,243 6 0	4,280 7 6	6,734 3 4	7,984 13 0	12,953 9 9
	10	20	217		104			100 4 0	2,403 5 0	100 4 0	2,403 5 0
	1	84	7	33	36	4,100 4 6	6,205 15 3	1,371 4 9	480 0 0	6,785 9 3	6,785 14 0
Normal	3	100	7	71	48	1,250 0 0	5 6 0 0	641 0 0	746 0 0	1,298 1 0	1,344 0 0
	1	14	14	14	3				210 0 0		210 0 0
Total		317	11	346	4,457	4,260 3 4	4,343 1 6	14,946 4 1	14,133 1 0	14,025 5 1	12,577 2 6

The figures for 1871-72 are taken from the printed report

*Reports of Inspectors of Schools**Examination Results.*

EXAMINATIONS	Number of schools (high) of students and candidates		Number of schools that sent candidates		Number of candidates sent		Number passed	
	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73
Entrance	4	5	1	4		50	17	21
Middle	21	20		9		24	17	15
Middle Vernacular	8	90		22		61	49	11
Normal pass	1	1	1	1		43	23	37
Total	34	116	2	36		186	106	112

Creed and Caste of Pupils

	HINDUS										MUHAMMALANS (CHRISTIANS)						Grand Total
	Brahmins	Kshetris	Vaisyas	Kaithias	Nayaks	Kaitharhas	Sonpals	Other castes	Demes &c	Total	Muslims	Christians	Total	Roman Catholics	Protestants	Total	
Higher	29	21	15	23	37	11	24	13	1	697	70	40	110	13	13	80	
Middle English	30	23	27	148	120	21	27	103		784	27	41	71			8	
Middle Vernacular	41	24	53	115	23	83	90	131	3	1161	7	143	150			1514	
Primary	1031	84	13	44	1704	814	11	1170	155	5742	200	243	443	1	1	8404	
Girls Schools	0	1	4	4	8	4		1		80		14	14			34	
Normal	32		1	1	9				1	63						7	
Total	2033	153	141	1061	161	945	390	144	160	8520	904	2710	3014	17	17	11537	

Social Position of Pupils

SCHOOLS	LOWER CLASSES			MIDDLE CLASSES			UPPER CLASSES			Grand Total	REMARKS
	Hindus	Muslims	Total	Hindus	Muslims	Total	Hindus	Muslims	Total		
Higher	17	41	58	100	42	142	20	20	40	550	The Khagra Mission Higher and Girls Schools have not sent in the social position of the pupils
Middle English	10		10	32	31	63	03	40	43	50	
Middle Vernacular	9		9	65	26	91	17	14	31	1314	
Primary	5	2	7	145	31	176	297	2307	2604	8409	
Girls				68		68	12		12	80	
Normal				42	1	43	27	5	32	75	
Total	49	43	92	3181	454	3635	3052	2406	5458	11283	

*Rajshahi Circle—Mursidabad.**Creed and Caste of Teachers*

SCHOOLS	HINDUS								MUHAMMADANS			CHRISTIANS			GRAND TOTAL		
	Brahmans	Khetries	Vaidyas	Kaashas	Nayaks	Kaoarthas.	Sonarbanias	Other castes	Domes, &c	Total	Shias	Sunis	T.otal	Roman Cath. in "		Protestants	Total
Higher	11		1	14	4			1		44	3	2	5	1	5	6	55
Middle English	39		4	12	2	1	1			59							59
Middle Vernacular	28		6	11	5	2	1	3		56		1	1				59
Primary	125	1	8	74	20	21	6	16	2	282	6	57	63				315
Girls'	3									3				1	3	4	7
Normal	3									3							3
Total	219	1	22	111	40	24	10	20	2	419	9	60	60	2	8	10	525

Class of Instruction.

SCHOOLS	PUPILS IN THE DIFFERENT STAGES				Total number on the 31st March 1873	REMARKS
	Upper stage	Middle stage	Primary stage (can read easy sentences, &c)	Primary stage (cannot read easy sentences)		
Higher	185	310	173	84	752	The pupils of the Behampore College and of the Law department thereof have not been entered in this table
Middle English		279	390	150	819	
Middle Vernacular		305	550	149	1,004	
Primary		231	1,992	6,178	8,400	
Normal		75			75	
Girls'			42	52	94	
Total	185	1,208	3,147	6,979	11,499	

One of the most noteworthy points in the first table seems to me to be this. The number of aided middle schools has diminished from 62 to 49, but the roll number has increased from 1,757 to 1,817; so far it is a sign of health in the schools that have survived. But the average attendance has come down from 1,369 to 1,278. I am unable to account for this except by supposing that the new primary schools (many of which must be very close to the middle schools) have begun to affect them—not yet to the extent of diminishing their roll number, but by rendering the attendance shifting, a phenomenon which always precedes the diminution of roll number.

With reference to the 3rd table (caste and creed of pupils), I would remark that the percentage of Muhammadan pupils in 1871-72 was 14.3, in 1872-73 the percentage is 26.

Regarding the 4th table (social position of pupils), I should say that the percentage of the lower class pupils in 1871-72 was 52.9, in 1872-73 it is 67.2. The advance does not appear to be very large.

The friends of education in the Mursidabad district not mentioned elsewhere are named below:—

His Highness the Nawab Nazim.
The Rajahs of Kandi.
Rai Lachmipat Bahadur, and others.

Reports of Inspectors of Schools.

(b.) DINAJPUR.

The district of Dinajpur, with an area of 2,126 square miles and a population of 1,801,924 souls, has no sub-divisions. It contains 17 police thanas, over which the schools of different grades are distributed as shown in the table below* :—

Police Thanas	Area in square miles	Population	SCHOOLS					Total number of schools
			Higher	Middle	Primary	Normal	Girls'	
Rajrampur	392	197,106		1	120			121
Kotwali	6	15,617	1	1	.	1	1	4
Goraghat or Raniganj	57	10,921	.					
Kahazganj	297	91,728		3	17			20
Hematabad	244	87,089		1	11		1	15
Banshihara	255	78,288			19			19
Gungarampur	233	77,196			17			17
Porsha	213	48,803		.	7			7
Patnitolia	157	122,700		1	30			31
Patnam	293	66,866			13			13
Chintamani	105	50,902		1	11			12
Habrah	172	62,907			8			8
Nawabganj	178	46,775	.		2		..	2
Birganj	303	150,097		6	20		1	27
Thakurgon	137	213,865		7	61			70
Pirganj	238	89,396		5	26			30
Ram Sunkoil	156	78,696		5	13			17

1. HIGHER SCHOOLS.—The only higher class school in the district is the Government zilla school. On the 31st March 1873 the number on the rolls of this school was 102, against 123 of the same date the year before. The fees and fines realized during the year amounted to Rs. 1,470-13. The total expenditure was Rs. 3,559-1.

It appears from the head-master's report, that the instructive staff was reduced in the course of the year from six to five teachers. The head-master thinks that this reduction will prove injurious to the school, inasmuch as the boys cannot be brought up to compete at the Entrance Examination unless they go through at least a six-years' course. During the year under report four boys competed from this school at the Entrance Examination, of whom two passed and obtained junior scholarships.

The school-house and the library are reported to be in good order.

Babu Khetra Mohan Singha, manager of the Maharani's estate, pays a monthly subscription of Rs. 15 for an extra teacher at this school, and Babu Radha Govinda Ray Sahib has set up a gymnasium for the boys at his own expense. It seems there was a survey-master appointed to the school for some short time; but on his going away from the school to the Panjab, no one was appointed to supply his place.

2. MIDDLE SCHOOLS.—There are, according to the Deputy Inspector's returns, 32 middle schools (exclusive of the 3 girls' schools, which he places under this head,) in this district; of which four only teach English, and one of the four is a night school. This school, however, situated at the sadar station, is the most successful of them all. Last year it succeeded in passing a boy at the minor examination, while all others failed. Notwithstanding the small success of middle English schools in the district, the Deputy Inspector is anxious to see the number of such schools increase: "for," says he, "even a smattering knowledge of it (English) is at present calculated to do much good." The Magistrate, as Vice-President of the district committee, says on the same subject:—"The middle class schools,

* The distribution of 20 night schools and of 25 abolished 5-rupee pathshalas cannot be given from the papers received.

Rajshahi Circle—Dinajpur.

both day and night, appear to be most popular, and there can be no doubt that among the upper and lower classes the great desire is for an English education of some sort, however imperfect, so that their sons may get Government appointment of some kind if possible. Of the 28 middle vernacular schools of the district, 7 are Government schools, 19 aided day, and 2 aided night schools.

The Deputy Inspector has no favorable opinion of the Government middle schools. It seems that since their foundation only three of them succeeded in passing 10 pupils at the vernacular scholarship examinations. The Deputy Inspector suggests that these schools, which are entirely supported by Government, be utilized by opening in each of them a training class for the gurus of our new primary schools. The plan seems to me to be more feasible than that of inducing the managers of superior aided schools to open training classes for gurus. The Vice-President of the district committee seems to approve of the Deputy Inspector's suggestion.

Of the 19 day and 2 aided middle schools, the Deputy Inspector speaks rather more favorably though of three of them he says "the sooner they are closed the better for the department." He says further—"It is needless to encourage the establishment of schools of this kind in the district; the majority of the people cannot afford to pay for them." The Vice-President remarks: "I have no doubt that the people would much rather have the education of their children paid for than have to pay themselves, but I do not see why those who can afford it should not contribute. I do not consider that the people are unable to pay, but I have no doubt that they are unwilling to do so."

3. PRIMARY SCHOOLS.—Under the head of Primary Schools the Deputy Inspector returns 188 old and 215 new pathsalas, or 403 pathsalas in all. The Vice-President remarks: "We have considerably exceeded the number (150) proposed to be established under Government orders of the 30th September. The committee (district) have authorized me to say that they consider this result very satisfactory; and personally I am of the same opinion. The number has been increased by not allotting in every instance the full sanctioned grant, but yet, making a sufficient provision for the support of the gurus. . . . A few remarks as to the manner in which these schools have been instituted may not be out of place here. Whenever I have been on tour in this district, I have had the Sub-Inspector of the circle out with me,—not keeping with my camp, but lodging about from one village to another, seeing for himself where schools were wanted, making arrangements for the appointment of gurus and their pay (partly by grant, partly by subscription from the villagers), and also the location of the school either in some vacant house or in one to be erected for the purpose. . . . In most parts of the district I think this new effort to supply education of a rougher kind to the masses is popular, and likely to continue so. . . . Care must be taken that attempts are not made to introduce too high a standard into these schools, and I do not myself much fear of that result for the obvious reason that the teachers are not learned enough themselves. What is required is a little reading and writing and a practical knowledge of simple accounts."

The Deputy Inspector, in speaking of the old 5-rupee pathsalas in the district, considers them to have failed, because both their teachers and supervisors wanted to raise the standard of instruction in them—a circumstance which, says the Deputy Inspector, made "those who were at first favorably disposed towards the system view it with scruples and aversion."

NORMAL SCHOOLS.—There is one training school in the district. On the 31st March last it had 49 pupil-teachers on the rolls, against 43 on the same date of the preceding year. Of these 16 are Hindus and 33 Muhammadans. Some of the students belong to the gurumahasay class. The pupils are young, being on an average slightly above 18 years of age. The Vice-President of the district committee remarks: "I do not think the guru training school here to be in a very satisfactory state. There is no accommodation for gurus who have to live there, nor any proper care for their supervision out of school hours."

GIRLS' SCHOOLS.—There are in the district of Dinajpur 3 aided girls' schools and 18 girls' classes attached to as many 5-rupee pathsalas. Of the 3 aided schools, 2 are doing well; the one at Dinajpur being constantly visited and much cared for by Mrs. Ravenshaw, and the other, at Raniganj, being liberally supported by Rani Syam Mohini, and having a mistress to take charge of it. The school at Khansama is not doing well. The Sub-Inspector writing about it says: "The fate of girls' schools is about the same everywhere." The girls' classes in pathsalas seem to be promising. The Deputy Inspector thinks there is not as much prejudice against female education in his district as there is in other parts of Bengal, where "the upper and middle classes of the Hindu society preponderate."

GRANTS FROM GOVERNMENT AND WARDS' ESTATES.—From the Maldwar ward estate in the district of Dinajpur the following sums for the objects mentioned against them have been set aside:—

- Rs. 5 per month for one aided school.
- „ 10 per month for aid to a Government model school at Rani Sankail. .
- „ 25-8 for pathsalas.
- „ 140, being a donation for a school-house at Rani Sankail.

Reports of Inspectors of Schools.

STATISTICAL TABLES.—The statistics of the different classes of schools of the district are summarised in the following tabular statements:—

General Statistics—Dinajpur.

SCHOOLS.	Their number.				Number of pupils on 31st March.		Average attendance.		EXPENDITURE.							
	1871-72.		1872-73.		1871-72.		1872-73.		Government.		Other sources.		Total.			
	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.
Higher { Govern- ment	1	1	123	102	93	98	2,599	0 0	2,186	0 0	1,135	6 0	1,373	1 0	4,034	15 0
Middle { Govern- ment	7	7	283	261	205	200	1,917	0 0	1,992	0 0	489	3 0	328	0 11	2,407	0 0
Aided	31	23	760	615	590	550	4,385	0 0	3,190	0 0	5,750	13 6	4,181	6 0	10,145	6 0
Primary { Govern- ment	1		60	...	...	...	...	...	...	...	22	12 0	...	...	22	12 0
Aided	218	421	4,772	7,095	3,309	2,700	10,569	0 0	12,201	11 4	5,867	0 0	3,797	3 6	16,136	0 0
Normal School	1		45	49	37	50	4,788	5 9	5,295	10 0	346	8 0	95	0 0	5,084	13 0
Girls' { Govern- ment	...	...	...	...	...	...	...	...	...	...	4	0 0	...	...	4	0 0
Aided	22	3	220	49	151	45	744	0 0	516	0 0	798	10 0	723	0 0	1,542	10 0
Unaided	...	...	...	...	...	...	...	...	...	...	3	0 0	...	...	3	0 0
Total	244	450	6,267	8,174	4,245	3,643	21,952	5 9	25,683	8 0	14,726	4 6	10,407	11 5	39,580	10 0

Examination Results.

EXAMINATIONS	Number of schools eligible to send candidates.		Number of schools that sent candidates.		Number of candidates sent.		Number passed.	
	1871-72.		1872-73.		1871-72.		1872-73.	
	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.
Entrance	1	1	1	1	4	2		
Minor	4	4	.....	1	2	1		
Vernacular	28	.....	..	14	33	12		
Normal pass	Examinations for 1872-73 were quashed by the Inspector, North-East Circle.							
Total	33	5	1	16	30	51		

Cred and Cate of Pupils.

SCHOOLS	HINDUS.										MUHAMMADANS.			CHRISTIANS.			Total.
	Brahmins.	Khetris.	Vaidyas.	Kaistis.	Navasaks.	Kaithas.	Sonarbanas.	Others.	Domes, &c.	Total.	Mus.	Sunns.	Total.	Re-mon (atho-lics).	Pro-stante.	Total.	
	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	
Higher Class	24	0	20	5	5	14	4	...	51	...	20	20	1	..	1	102	
Middle English	8	1	13	6	6	...	21	2	60	..	63	33	..	1	1	94	
Middle Vernacular	50	16	30	130	13	1	129	25	436	22	320	348	...	1	1	785	
Primary	177	6	94	440	237	16	1,367	146	2,783	4	4,132	4,136	...	..	..	6,019*	
Girls' School	1	1	5	3	1	1	12	12	36	..	9	9	...	4	4	40	
Normal	1	..	3	2	3	..	13	..	2	..	27	27	...	..	..	40	
Total	261	23	16	174	586	203	32	1,840	185	3,115	20	4,517	4,578	1	6	7,998	

* 176 pupils of primary schools not returned.

*Rajshahi Circle—Dinajpur**Social Position of Pupils.*

SCHOOLS	UPPER CLASSES	MIDDLE CLASSES			LOWER CLASSES				GRAND TOTAL
	Hindus	Hindus	Muhammadans	Total	Hindus	Muhammadans	Christians	Total	
Higher	1	71	13	84	9	7	1	17	102
Middle English	3	35	10	48	22	23	1	46	94
Middle Vernacular		213	93	306	223	275	1	499	795
Primary		321	291	620	2462	3837		6299	6019
Girls Schools		17	3	20	19	6	4	29	49
Normal		11		11	11	27		38	49
Total	4	665	418	1087	2746	4135	7	6908	7995

Creed and Caste of Teachers.

SCHOOLS	HINDUS								MUHAMMADANS				CHRISTIANS	GRAND TOTAL
	Brahmans	Khetris	Vaidyas	Kaisthas	Nayaks	Kal arthas	Sonarbanas	Other castes	Total	Shias	Sunnis	Total	Protestants	
Higher	1		1	1					3		1	1		4
Middle English	2		2	3					7		1	1		9
Middle Vernacular	16	2	6	4	2	2	2	3	37		1	1		38
Primary	40	1	2	19	31	21	1	67	181	14	27	251	2	437
Girls													3	3
Normal				1					1					1
Total	61	3	11	29	33	23	3	70	234	14	280	253	5	533

Class of Instruction

SCHOOLS	PUPILS IN THE DIFFERENT STAGES				Total number on 31st March 1873
	Upper stage	Middle stage	Primary stage		
			Can read easy sentences	Cannot read	
Higher	20	28	54		1
Middle English		13	40	21	14
Middle Vernacular		183	108	104	785
Primary		208	2013	1837	708
Girls		6	21	22	19
Normal		19			11
Total	20	507	2326	1984	8137

I would remark with respect to the 3rd table that the better caste Hindus muster 132 per cent. of the total number of pupils in this district, and with respect to the 4th table that the lower classes stand as 86.3 per cent., a correspondence from which it would seem as if all the Muhammadans belonged to the lowest class, a fact not borne out by the statistics of other districts. The percentage of Muhammadan pupils is 37.1.

The friends of education in the Dinajpur district not mentioned elsewhere are—

Babu Khetra Mohan Singha,
,, Radha Govinda Ray and others.

Reports of Inspectors of Schools.

(c.) MALDAH.

The district of Maldah contains 1,563 square miles, and a population of 676,426 souls. The number of police thanas is 9, over which the schools of different grades in the district were distributed on the 31st March last as shown in the table subjoined.

POLICE THANAS	Area in square miles	Population	NUMBER OF SCHOOLS				Total.
			Higher	Middle	Primary	Normal	
English Bazar	126	85 702	1	2	7	1	11
Maldah	226	50,503		2	5		7
Gaugaita	221	65 518		5	6		11
Khurba	281	92 011			6		6
Gajole	261	55 316			1		1
Kalichak	224	119,475		2	5		7
Gomastapur	160	48 990		1	8		10
Sivganj	163	105 717		2	10		12
Nawalganj	152	53,195		1	6		7
Total			1	15	55	1	72

* There are 107 indigenous pathshalas and makhtabs, whose distribution over the district cannot be given from the return furnished.

1. HIGHER SCHOOLS.—The Government zilla school, which is the only higher class school in the district, had on its rolls on the 31st March last 111 students, which is an increase by 10 over the number of the preceding year. The yearly Government grant to the school, which was Rs. 2,616, was reduced to Rs. 2,100, and to meet this reduction the pay of the head-master was made Rs. 100 from Rs. 150. Then there occurred rapid and repeated changes in the *personnel* of the instructive staff, more particularly in the head-mastership; no less than three different persons being appointed to that post and leaving it in the course of the year. As might be expected under such circumstances, the school did badly at the examinations. At the Entrance Examination all the pupils that had been sent failed to pass, and although the 4th and 6th classes did fairly at the annual examination held by the members of the local committee, the 2nd and 5th classes came off but indifferently, and the 3rd class proved decidedly unsatisfactory. The library of the school is reported to be in good order, and much resorted to by both teachers and boys. The school building requires enlargement, and the addition to it of a boarding-house (says the head-master) is likely to increase the number of pupils from the interior of the district.

"The district committee," the Vice-President remarks, "have not yet been able to open a class to teach land surveying; but the 2nd master of the school having passed the examination in surveying, and the Government having quite recently expressed its willingness to contribute towards the purchase of surveying instruments, the committee hope to open this class in an early date."

2. MIDDLE SCHOOLS.—Of the 15 middle schools, 3 teach English. They are yet young, and not sufficiently advanced to send up candidates to the minor scholarship examination. The Deputy Inspector, though not sanguine of the success of schools of this stamp in his district for some years yet to come, says that "he would be the last man to recommend that their grants should be stopped or withdrawn." He entertains strong hopes of their ultimate success; and from what I myself know personally of those schools, and of the growing desire for advanced education of those classes who support them, I agree with him fully.

Of the 12 middle vernacular schools, 3 are entirely supported by Government. They are all doing well, and the one at the station remarkably well. His Honor favoured this school among others with a visit during his tour in August, and is said to have verbally sanctioned an increase of Rs. 5 per month to the grant of the school. The Commissioner of the division, who likewise visited the school in December, and was pleased with it, recommended that "formal sanction should be obtained for the grant, and the amount made available." The Deputy Inspector does not say what, if any, steps were taken on this recommendation.

Rajshahi Circle—Maldah.

Of the 9 aided middle schools, with the exception of 2, which have suffered by the action of the river on the villages in which they are situated, all the rest are progressing steadily in number and attendance of pupils and efficiency of teaching. The Secretaries of these schools are reported to be taking lively interest in their schools, and year after year the schools are sending a larger number of candidates to the vernacular scholarship examination.

3. PRIMARY SCHOOLS.—Of the 55 primary schools in the district, 6 are old pathsalas and 49 started under the orders of July and September last. Each of the 6 old 5-rupee pathsalas, conducted by certificated gurus, and having local committees (of the village people) to watch over it, is steadily increasing in number and efficiency. The average number of pupils has increased from 30 to 49. Of the 299 pupils attending these pathsalas, 105 are Masalmans and 194 Hindus, mostly of the lower orders. The average income of each guru from fees and local subscriptions is nearly Rs. 11 per month. All the 6 gurus are Hindus.

With respect to the 42 new pathsalas, the Deputy Inspector reports the number of pupils in them to be 1,046, of whom 431 are Masalmans. Of the 615 Hindu pupils, 247 belong to the superior castes,—Brahmans, Khetris, Kaibarthas, and Navasaks; 357 to such castes as Telis, Sahas, Bundesis, &c., and only 11 to the lowest caste of Domes, Chandals, and Harris. The average attendance at each pathsala is 24; the average income of the gurus from local sources, Rs. 2-14; and the average Government grant to each pathsala, Rs. 3-12 per month. Of the gurus 10 are Muhammadans and 32 Hindus.

4. NORMAL SCHOOLS.—There was no normal school in this district in the year before, nor is there, properly speaking, one now. From the savings of the recent grant for primary schools a training class has been set up, in which 9 gurus, or would-be gurus, are receiving instruction in the following subjects:—

1. Handwriting and dictation.
2. Composition and grammar.
3. Writing of letters, pattas, kabuleats, kaboz, and bonds.
4. Arithmetic and bazaar accounts.
5. Zemindari and mahajani accounts.
6. Mensuration and theory of surveying.
7. Art of teaching.

The Magistrate remarked as follows on this school: "I look upon this class with much interest, and trust it will supply a want so much felt in this district; for without efficient teachers it is hopeless, in a backward district like this, to expect that our exertions in extending education will be successful. The arrangement made is that each pupil is to get Rs. 5 per mensem for three months from educational funds while studying in this class. At the end of that time the pupils will pass an examination, and if they fail to satisfy the condition on which stipends are to be given to them, they will be liable to refund the money advanced. So great is the want of teachers felt here, that for the first three months I would propose to extend this class to even 20 pupils on the same terms."

5. GIRLS' SCHOOLS.—There are none in the district, nor as yet have girls' classes been attached to the few old pathsalas that were working in the district. I would observe here generally that although Maldah is a backward district for reasons fully stated in my previous reports, the schools which we have been starting in this district for the last few years seem to be duly cared for. The Deputy Inspector, Babu Isvar Chandra Khasnavis, has been indefatigable in his exertions, and he has always had the interest of his schools at heart. Babu Isvar tries to follow the wise course of rather having no schools than bad schools. The Magistrate of the district, Mr. F. Alexander, visits the schools of the district and encourages the managers. He has given in his report a memorandum of his visits during the year, from which it appears that he saw and examined most of the schools of the district. Besides, he has had "to send and receive upwards of 150 letters, all of them almost on new and important subjects in connection with educational matters, calling for careful consideration, time, and attention."

SCHOOLS ON GOVERNMENT AND WARDS' ESTATES.—The Vice-President of the district committee reports that the zillah and sadr vernacular (one of the three middle) schools are situated in the Government estate of English Bazaar; the Sibganj (another of the three middle) is in the vicinity of a portion of the Government estate of Dussara Gangehar. The primary (new) school at Milki is also in close proximity of the Government estate of Jhabunna Kakribadha.

The sum of Rs. 1,500 has been set aside out of the Chanchal wards' estate for the year 1873-74, being about 1 per cent. on the gross rental. Nine schools (new primary) were opened in different parts of this estate, and others will be opened shortly. In that part of the Zaherpore estate which is in Maldah, 4 (new primary) have been opened, and an application for a grant from the funds of the estate has been made to the Collector of Rajshahi.

UNAIDED PATHSALAS AND MAKHTABS.—The Deputy Inspector has received returns from 107 schools of this class: they are said to be attended by 1,593 pupils. Forty-eight

Reports of Inspectors of Schools.

of these pupils attend 9 maktabs and learn to read the Koran and Persian books. Of the 95 pathshalas, 381 pupils are Masalmans and 1,161 Hindus.

STATISTICAL TABLES.—The statistics of the different classes of schools in the Maldah district are summarised in the following tables —

General Statistics—Maldah.

SCHOOLS		Pupil number		Number of pupils on 31st March		Average attendance		EXPENDITURE																								
								Government				Other sources				Total																
		1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	Rs	A	P	Rs	A	P	Rs	A	P														
Higher	Government	1	1	10	111	70		Rs	5	2	71	6	1	92	0	0	1	23	3	6	710	4	13	1	867	11	0	2	635	4	13	
	Government	3	3	11	2	1		8	1	1	0	7	3	1	0		14	2	3	348	3	0		1	206	14	3	1	081	4	1	
Middle	Aided	1	1	7	8	11		10	2	3	5	2	13	10	3		17	18	4	0	0	0		1	119	5	1	7	782	10	0	
	Unaided				79	8	10	3									86	0	0	37	0	0			2	9	0	0	97	0	0	
Primary	Aided			18	1	11	118	53	0	0	5	6	9			220	7	0	1	37	8	9		275	7	0	1	093	15	0		
	Unaided	10	107	800	1															3	95	0	0					5	55	0	0	
Total			17	151	1,207	187		1,811	5	804	8	3	3	2	0		6	0	3	73	1	1		1	11	8	8	7	1,110	18	3	1

Examination Results

EXAMINATIONS	Number of schools eligible for examination		Number of schools that sent candidates		Number of candidates sent		Number passed	
	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73
Entrance	1	1	1	1		1	1	
Minor		3					2	
Vernacular	11	13	3	8		23	10	13
Total	21	17	4	9		27	13	13

Creed and Caste of Pupils.

SCHOOLS	HINDUS									MUHAMMADANS			GRAND TOTAL	
	Brahmans	Kshetris	Vaidyas	Kaichis	Nayaks	Kaibartas	Senabamas	Other castes	Domes &c	Total	Shias	Sunis		Total
Higher	35		12	18	4	4		30		103		8	8	111
Middle English	28			29	58					115	40	11	51	166
Middle Vernacular	130	6	10	47	123	39	2	227	8	691	8	125	133	724
Primary	295	91	16	140	426	165	2	883	37	2,077	78	1,051	1,129	3,206
Total	488	96	38	234	611	209	25	1,140	45	2,886	126	1,105	1,321	4,207

*Rajshahi Circle—Maldah.**Social Position.*

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Creed and Caste of Teachers.

SCHOOLS.	HINDUS.								MUHAMMADANS.		GRAND TOTAL.
	Brahmans.	Khetris.	Vaidyas.	Kaishthas.	Navasaks.	Kaibarthas.	Other castes.	Total.	Sunis.	Total.	
Higher English	3	...	3	...	...	...	...	6	...	...	6
Middle English	4	1	...	3	...	...	...	8	...	...	8
Middle Vernacular	11	...	1	5	2	1	3	23	2	2	25
Primary	59	3	3	18	10	5	23	121	24	24	145
Normal	The class was in charge of the Head Pandit of the Sadr Government Vernacular School until the close of the year.										
Total	77	4	7	26	12	6	26	158	26	26	184

Class of Instruction.

SCHOOLS.	PUPILS IN THE DIFFERENT STAGES.				Total number of the 31st March 1873.
	Upper stage.	Middle stage.	Primary stage.		
			Can read easy sentences.	Cannot read, &c.	
Higher	28	62	18	3	111
Middle English ..	...	17	115	34	166
Middle Vernacular	...	177	345	162	724
Primary ..	...	15	586	2,605	3,206
Total	28	271	1,104	2,804	4,207

In the Maldah district the better caste Hindus muster 34·8 per cent. and Muhammadans 31·4. It must be noted, however, that out of a total number of 184 teachers 26 only are Muhammadans.

The friends of education in Maldah are—

Muhammad Ismail Chaudhuri and others.

Reports of Inspectors of Schools.

(d.) RAJSHAHI.

The district of Rajshahi is 2,231 square miles in area. The total population is 1,310,729 souls. The district is divided into two sub-divisions—the sadr and Nattor. The educational circles are three in number, called severally Rajshahi, Nattor, and Bauleah. The number of police thanas in the district is 12. The table given below shows the distribution of different kinds of schools over the different thanas.

POLICE THANAS	Area in square miles	Population	SCHOOLS.					Total number of schools
			Higher	Middle	Primary	Normal	Girls'	
Bauleah	114	110,307	1	6	17	2	2	
Codagami	165	31,683			5			
Tanore	176	91,032		1	7			
Munda	202	92,378		1	4			
Bandaikara	135	77,115		1	3			
Laxmiana	150	128,687		2	6			
Patna	140	163,087	1	4	11			
Chimpkut	76	70,821			12			
Talpur	183	115,942		4	3			
Nattor	194	139,652	1	7	12			
Buraigram	189	127,941		1	4			
Singra	449	150,131		4	14			
Total			3	31	98*	2	2	244

* Of 16 new primary and 112 old 5-rupee pathshalas the distribution could not be ascertained from the papers received.

HIGHER SCHOOLS.—The higher schools in this district are three in number; they are situated at Bauleah, Patiya, and Digha Patiya. The Bauleah school has from long stood high among the Government zilla schools. Its status has been within the course of the year raised still higher by the very munificent endowment made to it by Babu Haranath Ráy, zemindar of Dububhati, who has granted in perpetuity an estate worth a lakh and twenty-five thousand rupees in valuation, bearing a net annual income of Rs. 5,000. Provision has thus been made at the Bauleah school for imparting instruction up to the standard of the First Arts of the Calcutta University. The munificence of Babu Haranath has been very highly appreciated by the people of the Rajshahi district and of other districts on the north of the Padma, who have been long wishing for a collegiate institution in their own part of the country. From some time before the Bauleah school was raised to the status of a high school (teaching up to the First Arts), a survey-master had been appointed under orders of Government for imparting instruction in surveying, drawing, and mensuration to the students of the two higher classes, as well as to outsiders out of school hours; but the extra class did not continue for long, the out-students having left the station to join the Civil Service Class at Hoogly or Patna.

The Rajshahi higher class schools did creditably at the last Entrance Examinations. They sent 32 candidates of whom 21 passed, 10 obtaining junior scholarships.

MIDDLE SCHOOLS.—The total number of middle schools in the Rajshahi district is 31; of these nine (one of them an unaided school) teach English as a language only, all other subjects being taught in Bengali. The number of pupils attending these nine schools was 576 on the 31st March last. These schools did well at the minor scholarship examination, all the three scholarships allotted to the district being taken up, and one of the pupils standing first in the list of successful candidates from this division.

The middle vernacular schools, 22 in number (one of them being an unaided school), teach 1,099 boys. At the last vernacular scholarship examination a boy from the Paresnarayan school stood highest in the division.

PRIMARY SCHOOLS.—The primary schools of the district consist of 112 old 5-rupee pathshalas, of 113 new pathshalas set up or subsidised under the orders of 30th September, and of yet unaided indigenous schools which have sent in no returns, and whose number in the district has not been ascertained. It would seem from the report of the Vice-President of the district committee that there exists no great difference in the mode of instruction

Rajshahi Circle—Rajshahi.

or subjects taught in the old and new pathshalas. He says: "Both descriptions of schools are almost of the same nature as to the character of instruction imparted." Such being the case, the work done in the district during the latter 2½ months of the year, during which the number of primary schools and scholars has been more than doubled, must be considered as very successful; indeed specially as the cost to Government on the new scheme is decidedly less than that which was being incurred under the old system. The new schools have not been as yet tied down to any set of rules. The Deputy Inspector says: "I have purposely given this latitude with a view to make the gurus, sensitive as the class is, feel less our connection, and to keep them unfettered to a certain extent in the discharge of their duties. The favour thus shown has not been abused in a single instance; on the contrary, every one of them has worked diligently and with a cheerful heart ever since they came under our notice, and the patronage thus extended to this long-neglected class is certainly a move in the right direction, inasmuch as the sympathy of the people in the humbler walks of society is likely to be enlisted on our side for thus advancing the cause of popular education."

The primary scholarship examination was conducted by the District Committee, and the ten scholarships allotted to the district were awarded to the best pupils, care being taken that no more than one scholarship was given to a pathsala. The subjects of examination were (1) reading and writing the vernacular of the district; (2) written and mental arithmetic; (3) bazaar and zemindari accounts; and (4) mensuration. I should add that there used to be held in preceding years a junior vernacular scholarship examination of the pathsala pupils in the Rajshahi district, at which the most successful candidates had awarded to them a few scholarships of Rs. 2 or 3 per month, founded by some of the zemindars and other well-to-do and liberal-minded men of the district. The scholarships were very few in number, not exceeding half a dozen, but they did much benefit to the pathshalas which came under their influence. I say this with a view to show that the primary scholarships founded by His Honor have met a felt want of the people.

From the three wards' estates in the Rajshahi district, (1) Taherpur, (2) Jarkattia, and (3) Patiya, have been set aside the following sums for the benefit of education:—

- Rs. 60-12 per mensem from the Taherpur estate for one aided school at Taherpur, another in the district of Maldah, and a third in the district of Dinajpur.
- „ 25 per mensem from the Jarkattia estate for pathshalas.
- „ 25 from the Patiya estate for pathshalas.

NORMAL SCHOOL.—The training school of this district is spoken of very favorably by the District Committee:—"This institution," writes the Vice-President, "has been of the greatest service, and its usefulness will continue to increase with the expansion of the pathsala system of education. During the year 38 students were sent out to open new pathshalas or keep up old ones, and all of them were found quite equal to the work that was entrusted to them. The general result of the last pass examination was not very satisfactory. This is to be attributed to the school having been hitherto located in a very unhealthy quarter; but as it has been now removed to a healthier site, it is hoped that the school will in future be in a position to meet on equal terms with the sister institutions in other districts."

There is an aided female normal school in the district, called the Chandra Nath Female Normal School. Raja Chandra Nath of Natpur pays to this school a liberal monthly subscription of Rs. 125, which is supplemented by a Government grant of Rs. 250 per mensem. This school was opened in October 1868. It is attended by 15 adult stipendiary pupils, three of the most advanced of whom go out under the directions of the Lady Superintendent to teach in the zenanas of some of the respectable native gentlemen of the station. This zenana teaching, it seems, has now fallen into some disuse, the subscriptions for paying the Lady Superintendent's palki hire, and for other necessary purposes, having fallen low and into arrear. The Deputy Inspector writes, despondingly of the school, and thinks its ultimate success very doubtful; but the Vice-President of the committee is more hopeful, and I believe him as taking the more correct view. The difficulties of female education are great, and most of those difficulties will be met when we have succeeded in getting a body of qualified mistresses to take charge of girls' schools, and more particularly of zenana schools. The female normal schools in the North-West, which were founded long before the one we set up at Bauleah, are even now (some of them) struggling hard for success, while others have partly achieved it. I think we need be as patient as they have been.

GIRLS' SCHOOLS.—There are only two girls' schools in the district—one aided by Government, and the other supported by mission funds. A few girls also attend some of the pathshalas. In all the number of girls attending school instruction is 67 only. Little or no interest is taken by the people in the education of their girls, "and the only way," says the Vice-President, "would perhaps be to set up some schools whose expenses must for some time at least be wholly, or in a great measure, borne by Government, and prizes and scholarships must be freely given before we can expect to see people send up their daughters to public schools or

Reports of Inspectors of Schools.

lend anything like a hearty co-operation in the matter." The Deputy Inspector of the district is of the same opinion. I would, however, suggest that before measures, which seem to me to be not altogether free from danger and future evil, be had recourse to for the advancement of female education, the agency of the pathsalas be more largely and more liberally employed than it has heretofore been. Pathsalas, as has been found by experience, succeed in attracting girl pupils more easily than our aided schools do.

INDIGENOUS SCHOOLS OF LEARNING.—The District Committee attach two returns to their report, showing that there are twenty tōls teaching Sanskrit to 102 Hindu students, and 10 maktabas teaching Arabic and Persian to 152 Muhammadan pupils. "These indigenous schools," say the committee, "are fast dying out, and if allowed to remain in this neglected state, perhaps fifty years hence few (if any) of them will exist to tell their history. Both these classes of institutions are useful in their own way, and as such are deserving of some encouragement."

STATISTICS.—The statistics of schools are given in the following tabular statements:—

Rajshahi Circle—Rajshahi.

General Statistics—Rajshahi.

SCHOOLS.	Their number.	Number of pupils on 31st March.		Average attendance.		EXPENDITURE.					
						Government.		Other sources.		Total.	
		1871-72.*	1872-73.	1871-72.*	1872-73.	1871-72.*	1872-73.	1871-72.*	1872-73.	1871-72.*	1872-73.
Higher { Government { Aided ...	1	218	235	149	161	Rs. A. P. 2,749 5 4	Rs. A. P. 1,445 2 9	Rs. A. P. 3,167 9 0	Rs. A. P. 4,154 10 0	Rs. A. P. 5,916 14 4	Rs. A. P. 6,599 12 9
	3	318	220	161	129 5	2,461 10 6	1,509 12 3	5,620 6 9	4,709 1 3	8,082 1 3	6,218 13 6
	31	1,446	1,521	853	833 4	7,220 2 11	7,108 10 11	11,923 5 10	11,778 14 9	1,943 8 9	18,887 9 8
Middle { Aided ...	2	183	148	118	112	..	.. ..	1,859 6 3	1,854 7 6	1,659 6 3	1,851 7 6
	1	34	42	21	29	111 3 6	108 4 0	1 8 0	.....	112 11 6	106 4 0
	134	2,998	6,434	2,037	440 3 8	6,187 13 0	7,093 0 3	3,927 5 3	3,128 14 0	9,215 2 3	10,212 14 3
Primary { Government { Aided ...	80	1,230	.....	..	..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
	1	69	57	44	45	5,096 0 5	5,272 3 0	300 12 0	159 1 6	5,396 12 5	5,430 4 6
	1	14	15	12	13	2,830 12 8	2,966 10 8	1,415 6 4	1 483 5 4	4,246 3 0	4,450 0 0
Normal { Government { Aided female { Unaided ...	1	14	.....	..	..	.. ..	.. ..	552 0 0	.....	552 0 0	.....
	14	93	20	58	252 5 9	150 0 0	346 9 6	285 9 3	599 15 3	435 9 3†	
	1	21	12	11	..	..	.....	..	.....	.....	.....
Girls' { Aided ...	257	6,633	8,704	3,465	5749 5	26,849 6 1	25,441 11 10	27,914 4 11	27,553 15 7	37,674 11 0	53,195 11 5
	284	..	..	..	..	..	..	..	..	..	..
	Total	257	284	3,465	5749 5	26,849 6 1	25,441 11 10	27,914 4 11	27,553 15 7	37,674 11 0	53,195 11 5

* The figures for 1871-72 were taken from the printed report
† Inclusive of 18 girls' classes in the paghalas

*Reports of Inspectors of Schools.**Examination Results.*

EXAMINATIONS	Number of schools eligible to send candidates.		Number of schools that sent candidates		Number of candidates sent	Number passed
	1871-72.	1872-73.	1871-72.	1872-73	1872-73	1872-73
Entrance	1	3	3	3	32	30
Minor	9	9	1	6	16	9
Vernacular	1	22	1	20	57	37
Normal pass	1	1	1	1	34	11
Total	15	35	6	30	139	87

Cred and Caste of Pupils

SCHOOLS	HINDUS									MUHAMMADANS			CHRISTIANS			GRAND TOTAL	
	Brahmins	Kshetris	Vaidyas	Kashyaps	Navasaks	Kuhartiaks	Solarbanaks	Other castes	Dones &c	Total	Shias	Sunns	Total	Roman Catholics	Protestants		Total
Higher	25	6	62	64	28	11	1	8	.	404		21	21				4
Middle English	180	10	11	50	92	30	12	61	5	482	1	91	92	1	1	2	576
Middle Vernacular	168	1	14	110	139	79	5	39	8	501		532	532				1033
Primary	200		15	231	727	116	26	919	138	2537	3908	81	3909				6446
Girls	9		6	5	1	1	3	1		20	3		3				26
Normal	1	1		18	1	3	1	7		17		25	2				44
Total	88	22	111	508	791	340	46	1035	110	1901	3912	700	4612	1	1	2	8701

Social Position of Pupils.

SCHOOLS	UPPER CLASSES			MIDDLE CLASSES			LOWER CLASSES			GRAND TOTAL	
	Hindus	Muhammadians	Total	Hindus	Muhammadians	Christians	Total	Hindus	Muhammadians		Total
Higher	11		11	389	16		405	34	5	39	45
Middle English	7		8	330	49	2	381	111	42	153	536
Middle Vernacular	2		2	92	96		388	267	436	703	1093
Primary				28	215		761	2011	3,701	5,715	6,476
Girls'				19	3		21	11		11	32
Normal				22			24	10	29	33	57
Total	20	1	21	1,777	40	2	1,980	2,478	4,210	6,698	8,802

*Rajshahi Circle—Rajshahi.**Creed and Caste of Teachers.*

SCHOOLS.	HINDUS.								MUHAMMADANS.			CHRIS- TIAN.	GRAND TOTAL.		
	Brahmans.	Khetris.	Vaidyas.	Kaisths.	Narasaks.	Kaibarths.	Sonarbanias.	Other castes.	Domes.	Total.	Shias.	Sunis.		Total.	Protestants.
Higher	15	...	2	4	2	1	...	...	...	24	...	...	...	...	24
Middle English	25	...	2	8	1	...	...	1	...	37	...	1	1	...	38
Middle Vernacular	24	...	4	6	2	...	...	...	4	40	...	14	14	...	54
Primary	51	1	5	21	11	22	6	12	2	131	...	90	90	.	221
Normal	5	...	...	...	...	...	...	...	...	5	...	...	...	1	6
Total ...	120	1	13	39	16	23	6	13	6	237	...	105	105	1	343

Class of Instruction.

SCHOOLS.	PUPILS IN THE DIFFERENT STAGES.				Total number on the 31st March 1873.
	Upper stage.	Middle stage.	Primary stage.		
			Can read easy sen- tences.	Cannot read, &c.	
Higher	127	185	88	55	455
Middle English . . . . .	.....	153	241	182	576
Middle Vernacular . . . . .	.....	204	407	302	1,093
Primary ... ..	.....	14	2,611	3,851	6,476
Girls' ... ..	.....	...	.....	32	32
Normal ... ..	.....	28	44	.....	72
Total ...	127	584	3,481	4,512	8,704

With reference to the above tables, I would remark (1) that the effect produced by the primary schools (if by them) on the middle schools of the district seems to be in all respects similar to that remarked in the district of Mursidabad. The better caste Hindus down to Navasaks (inclusive) muster 26·6 in the Rajshahi schools, and Masalmans muster 52·9. The social position table (4) gives the percentage of lower classes attending school as 76·9.

I cannot help observing that I have serious doubts as to the perfect accuracy of our social position table. Perhaps every agriculturist is put down for an agricultural laborer, a mistake not unfrequent and very easy to make.

The friends of education in the Rajshahi district are:—

Raja Pramatha Nath Ráy, Dighapatiya.

Raja Chandra Nath Ráy, Nattor.

Raja Pares Narayan Ráy, Patiya.

Babu Hara Nath Ráy Chaudhuri, Dwalhati.

Maulvi Rashid Khan of Nattor, and others.

Reports of Inspectors of Schools.

(.) RUNGPUR.

The district of Rungpur is 3,476 square miles in area, and contains a population of 2,149,972 souls. It has two sub-divisions and four educational circles. The number of police thanas is 16, over which the schools were distributed as shown below on the 31st March 1873.

POLICE THANAS	Area in square miles	Population	NUMBER OF SCHOOLS					Total
			Higher	Middle	Primary	Normal	Girls'	
Myganj	174	129,023	1	3	38		1	42
Nishatganj	184	146,158		4	67	2*	1	74
Duwan	204	119,524		1	28			29
Jaldhaka	247	108,273		3	25		1	29
Jumilah	188	138,674		1	16			17
Phurnahari	245	165,361	1	5	19		2	27
Burabari	204	143,259		1	18			19
Nagespur	321	182,920		3	8			11
Chaur	430	242,993	1	4	6			11
Kociganj	178	99,642		5	32			35
Molunsa	150	112,266		2	16			18
Piganj	151	73,834		3				
Bhowaniganj	91	63,387		4				
Chalmari	149	67,491		6	60			82
Sadullapur	130	120,514		8			1	
Gowindganj	377	181,271		1	14		1	16
Total			3	55	317	2*	7	414

* One is an artisan school

HIGHER SCHOOLS.—There are three higher class schools in the district; the Government zilla school, the aided Tush Bhandar school, and the unaided Ulipur school, supported entirely by Maharani Surnamai of Kasimbazar, who has large estates in the district.

The zilla school was founded in 1832 by the zemindars of the district, who subscribed Rs. 25,000 for the purpose. It was opened by Lord William Bentinck in person. The Raja of Kuch Behar, who has large zemindaris in the district, gave a large two-storied house for the accommodation of the school. In 1862 the Government took the school in hand, and the balance of the old subscriptions of the zemindars, Rs. 18,000 to Rs. 19,000, was invested to form a permanent endowment. The school-house fell into disrepair, and the school is now held in a bungalow not quite suited to its purpose. The erection of a pukka brick-built house is in contemplation, and subscriptions were being raised to meet the moiety of the amount sanctioned by Government for the purpose.

"The school did well," says the Vice-President, "when under its European master. It sunk for a time, and has been rising again under its present head-master, Babu Chandra Nath Bhattacharya. The Government grant to the school was reduced from Rs. 218 to Rs. 200 a month during the year, and a reduction made in one of the classes. The District Committee have a proposal before them of reducing one class more by amalgamating the last two classes into one, to be taught in a gallery by a better-paid teacher than the last master. There can be little doubt that this would be an improvement if the plan be properly carried out. The roll number of the school is 160, and the average attendance is 114. At the last Entrance Examination four boys passed; one in the first, two in the second, and one in the third division. Two of the successful candidates obtained 2nd grade scholarships.

The aided school at Tush Bhandar has become a higher class school in the course of the year under report. The Government grant to the school is Rs. 40; the zemindar, Babu Ramani Mohan Ray Chaudhuri's subscription is Rs. 144 per month. This school sent up three candidates to the last Entrance Examination, all of whom failed to pass. Better results may be looked for when the school is older.

The Ulipur higher class school has 44 pupils on its rolls. It is, as has been said, entirely supported by Maharani Surnamai, but has been for a long time under Government supervision. The school, however, is not doing well, on account, it is said, of its not having a good head-master.

MIDDLE SCHOOLS.—Of the 55 middle schools in the district, nine only teach English. These schools seem to have small success at the minor scholarship examinations, and to do but indifferently on the whole. This is attributed to the difficulty still felt in the district of getting good teachers of English on small pay.

The middle vernacular schools, seven of which are Government institutions, are spoken of more favorably. That they do not send up a sufficient number of candidates to the vernacular scholarship examinations, is thus accounted for by the Deputy Inspector:—"As soon as the boys reach the highest class, they take posts as putwaris and gomastas." These posts are very seldom given to, or taken by, school-boys in other districts. The Vice-President of the District Committee proposes to move at least some of these schools to parts of the district most destitute of education.

The aided vernacular schools are also doing well. They are generally under normal school pupils, who are reported to be much respected by the people. The proportion of Muhammadan students is also said to be increasing in these schools.

Rajshahi Circle—Rungpur.

I shall make an extract here from the District Committee's report, which appears to me to be of much interest:—"The attendance (at the middle aided schools) does not exceed 69 per cent. This is not as it should be; but the cause is, the boys are kept away in large numbers during the sowing seasons and other emergencies of agricultural life, and also at times of the oft recurring festivals." It would seem, then, that in the Rungpur district our middle schools even succeed in attracting a large percentage of the children of agriculturists.

Five unaided vernacular schools of the middle class are under inspection. These schools are also doing well, more specially the Kailas Ranjan School at the sadar station, which was at first a Government school, but is now entirely supported by Babu Mohima Ranjan Ray of Kakin.

Two pathshalas—one an old 5-rupee pathshala, and the other the model pathshala attached to the district Training School—are also reckoned as middle schools. The 5-rupee pathshala passed one boy, and the model pathshala three boys, at the last vernacular examination.

PRIMARY SCHOOLS.—There are 178 old 5-rupee pathshalas in the district. "The teachers," says the Vice-President, "are trained men from the Rungpur Training School, and are, as a rule, well up to their work. I have visited some of the schools, and was satisfied with the teaching. The schools are often short-lived. The interest of the villagers wears off, and the teachers migrate elsewhere. To counteract this tendency, good and constant supervision is needed. . . . The attendance is irregular, as the bulk of the pupils are from the agricultural population. The course of teaching is simple, and, if anything, too ambitious. Five pathshalas have been preparing candidates for the vernacular scholarship examination. One of them has passed one candidate, and several others have come up to beyond the third class standard of a vernacular school. This was inevitable when only vernacular scholarships were open to this class of scholars; but now that primary scholarships will be available, the best boys will be drafted off to good vernacular schools, and the energies of the teachers will be directed to imparting a simpler course to a large number of pupils." I agree fully in the spirit of the above remarks; the remedy against the evil of teaching up in primary schools will be found in the primary scholarships which have been now instituted. But I must add that I have but little faith in the drafting-off process.

There are 28 night pathshalas for day-laborers. The teachers are those of the day pathshalas, who get an extra allowance of one rupee for ten scholars. The progress is not good. The number of new primary schools opened under the orders of 30th September last is 81, which had a roll of 1,595 pupils. Almost the whole number are of the lower classes, and the Muhammadans outnumber the Hindus. The teachers appointed to these new schools are 30 ex-pupils of the training school, 25 gurunahashays, 17 ex-pupils of normal and vernacular schools, 5 postmasters, and 5 putwaris. This gives a total of 82 teachers to 81 schools. The reason is one of the new pathshalas has got two teachers, each being paid a stipend of Rs. 2-8.

INDIGENOUS SCHOOLS.—There are a great number of indigenous schools in the district. At present 60 have been visited. Of these 36 are maktabas, where Persian and Arabic are taught, and 24 are called *Chauparis*—six of them taught by Muhammadans, and the rest by Hindus. The Vice-President thinks that these schools do not constitute a tenth part of those actually at work in the district.

NORMAL SCHOOLS.—There is one school at the station for the training of village teachers; it was opened in 1865, and has sent out 255 pupils. "The majority of those who have passed from this school," says the Vice-President, "are at work as teachers. We have 177 schools taught by them in this district, and there will be some more in Jalpaiguri and Bogra. Some, however, have betaken themselves to other pursuits. . . . If Government goes to a great expense for training these men, some security should be obtained that they devote themselves to teaching for a few years at least. . . . The school has done excellent work, and most of the spread of mass education around the neighbourhood of the civil station may fairly be ascribed to its influence; but there remains a still larger work to be done in the future." The Vice-President then suggests that as many parts of the district remain quite neglected and without primary schools, and as men trained for a full year will hardly be willing to accept grants of Rs. 2-8 a month, men may be got from the hitherto neglected portions of the district to learn for terms of three or four months, in a training class at the school, the present stipends being appropriated for the purpose. The plan is no doubt quite feasible, and would answer as well in Rungpur as in all the other districts where training schools are at work.

ARTIZAN SCHOOL.—An artizan school received a grant-in-aid late in the year. It does not seem to be yet fully set to work. The zemindars have made a donation of Rs. 500 for a school-house, and they contribute Rs. 65 per month for the support of the school. The teaching consists of reading, writing, and accounts, and the carpenter's, tailor's, and blacksmith's arts. The school buildings are rising not far removed from the district training school. I hope that ere long some sort of connection will be established between these two schools, both of which have for their ultimate object the improvement of the working classes of the community. Perhaps the success of this one artizan school may lead to the opening of other schools of the same kind in other districts.

STATISTICS.—The statistics of the schools in the Rungpur district are given in the subjoined seven tables.

Reports of Inspectors of Schools

• 66 of Schools—Roman

SCHOOLS	Their number	Number of pupils at Mar 1	EXPENDITURE									
			At Mar 1st		At Mar 2nd		At Mar 3rd		At Mar 4th		At Mar 5th	
			1877	1878	1879	1880	1881	1882	1883	1884	1885	1886
Higher	Government	1	172	114	114	114	114	114	114	114	114	114
	Aided	1	1	1	1	1	1	1	1	1	1	1
	Unaided	1	1	1	1	1	1	1	1	1	1	1
Middle	Government	1	114	114	114	114	114	114	114	114	114	114
	Aided	1	114	114	114	114	114	114	114	114	114	114
	Unaided	1	114	114	114	114	114	114	114	114	114	114
Primary	Government	1	1	1	1	1	1	1	1	1	1	1
	Aided	1	1	1	1	1	1	1	1	1	1	1
	Unaided	1	1	1	1	1	1	1	1	1	1	1
Normal	Government	1	1	1	1	1	1	1	1	1	1	1
	Aided	1	1	1	1	1	1	1	1	1	1	1
	Unaided	1	1	1	1	1	1	1	1	1	1	1
Artizan, Aided	Government	1	1	1	1	1	1	1	1	1	1	1
	Aided	1	1	1	1	1	1	1	1	1	1	1
	Unaided	1	1	1	1	1	1	1	1	1	1	1
Girls' school	Government	1	1	1	1	1	1	1	1	1	1	1
	Aided	1	1	1	1	1	1	1	1	1	1	1
	Unaided	1	1	1	1	1	1	1	1	1	1	1
Total			208	43	521	54	4	2	2	2	2	2

*Rajshahi Circle—Rungpur.**Examination Results.*

EXAMINATIONS	Number of schools eligible to send candidates		Number of schools that sent candidates		Number of candidates sent		Number passed
	1871-72	1872-73	1871-72	1872-73	1871-72	1872-73	1871-72
Intranc	3	3	2	2	1		1
Minor		9		4		7	1
Vernacular	9	53		20		11	
Numerical	1	1	1	1			
Total	3	65	3	27		18	21

Creed and Caste of Pupils

SCHOOLS	HINDUS									MUHAMMADANS			CHRISTIAN		GRAND TOTAL
	Brahmins	Kshetris	Vaidyas	Kaasthas	Navasaks	Kailashthas	Samarthas	Other castes	Dms Ac	Total	Shas	Suns	Total	Per cent		Total
Higher	65	1	28	12	3	8	2	44	2	108	1	11	1		120
Middle English	55	7	18	43	25	11	7	2	11	98		133	13		311
Middle Vernacular	107	12	23	135	182	11	12	15	20	271		18	208	1	110
Primary	62	3		68	2	20		30	11	118	23	57	80		218
Girls School	8		6	10	16	8		7	8	43	3	3	6		55
Normal				2						31		25	28		56
Artizan							4			4		7	7		11
Total	305	23	77	300	233	37	20	111	130	341	37	107	401	1	745

* 1 unclassified and 15 pupils not returned

Social Position of Pupils

SCHOOLS	UPPER CLASSES				MIDDLE CLASSES				LOWER CLASSES				GRAND TOTAL
	Hindus	Muslims	Christians	Total	Hindus	Muslims	Christians	Total	Hindus	Muslims	Christians	Total	
Higher	3	177	44	221	18	18		36	18	18		36	2
Middle English		148	38	186	11	80		91	11	80		91	11
Middle Vernacular	1	31	187	202	42	101	1	144	42	101	1	144	135
Primary		272	313	585	1846	887		2733	1846	887		2733	5318
Girls	4	26	3	33		17		17	4	17		21	88
Normal					31	8		39	31	8		39	6
Artizan					1	5		6	1	5		6	9
Total	8	938	501	1525	2420	3146	1	5570	2420	3146	1	5570	7415

* Three hundred and ninety five pupils not returned

*Reports of Inspectors of Schools.**Creed and Caste of Teachers.*

SCHOOLS	HINDUS									MUHAMMADANS			GRAND TOTAL	
	Brahmins	Kshatriyas	Vaisyas	Kshatriyas	Navayatis	Kaluthias	Sevartanias	Other castes	Dones, &c	Total	Shias	Sunnis		Total
Higher	2				1					10				10
Middle English	6		12							2				23
Middle Vernacular	11	1	7	1		1	13	1		60		28	28	88
Primary	7	37		10	15	1	6	17	3	159	2	104	106	265
Girls		2		1	1	1		2		9		1	1	10
Normal	Return not received													
Artizan				1				1		2				2
Total	36	40	22	12	15	33	19	21	3	263	2	133	135	398

Class of Instruction

PUPILS IN THE DIFFERENT STAGES.					Total number on 31st March 1873
SCHOOLS	Upper stage	Middle stage	Primary stage		
			Can read copy sentences	Cannot read, &c	
Higher			Not returned		
Middle English		86	139	116	341
Middle Vernacular		305	623	447	1,335
Primary		191	2,408	2,772	5,771*
Girls' School		4	28	56	88
Normal			Consisting of 6 pupils not returned		
Total		640	2,868	3,391	7,535

* Of the class 513 not returned

With reference to the statistical returns of the Rungpur district, I have to remark generally that similar returns for the past year for this district being wanting, there is no means left me for any profitable comparison. I should also say that the returns from this district are defective in many points. Not only are the primary schools backward in supplying elaborate returns, which are, as the Magistrate says, too much for them, but the Deputy Inspector has failed to supply complete and correct returns of even more advanced schools.

The friends of education in the Rungpur district are—

Babu Mohini Ranjan Ráy Chaudhuri of Kakina.

„ Ramani Mohan Ráy Chaudhuri.

„ Janaki Ballabh Sen.

„ Jagadendra Narayan Ráy.

Rajshahi Circle—Bogra.

(f.) BOGRA.

The Bogra district has an area of 1,501 square miles, and a population of 689,167 souls. One Deputy Inspector has charge of all the schools in the district.

The distribution of schools over the police thanas, eight in number, is shown in the subjoined statement.—

POLICE THANAS.	Area in square miles	Population	SCHOOLS				Total
			Higher	Middle	Primary	Girls'	
Bogra	360	2 94 11	1	1	23	2	30
Shariakandi	258	115 872		5	12		16
Shahganj	119	56 085		2	5	1	8
Panchibibi	206	64,157		2	9		11
Khetlas	118	38 632		1	4		5
Budalgachhi	85	36 743		1	3		7
Adamdigi	191	83, 57		6	5		11
Sherpur	166	74 030		2	5		7
Total			1	26	66	3	95

HIGHER SCHOOLS.—The only higher class school in Bogra is the zilla school at the sadar station. The number on the rolls has fallen, owing, it is said partly to the increase of fee-rates, partly to the opening of primary schools in the interior, and partly to other causes not very clearly explained. The daily attendance at the school seems to have improved, being 77 per cent., against 70·6 of the year before.

Of the three candidates prepared for the Entrance Examination, and one of whom was the Pramatha Nath prize-boy only one could appear, and he proved unsuccessful. The school-house, it seems, had been in disrepair from a long time, so much so that the school could not be held except in the morning hours for eight months of the year. It was accommodated during that time at a house which was occupied by another school from 10 to 1.

That a school should make but little progress under such circumstances may be easily imagined, and accordingly the visitors, whose remarks have been embodied in the head-master's report, one and all speak of the lifelessness and want of energy manifest in the school. The general examination results were, however, fair.

MIDDLE SCHOOLS.—Of the 26 middle schools, only one (aided), situated at Sherpur, teaches English. The Deputy Inspector speaks very strongly of the parsimonious habits of the rich Babus of the place, who sometimes keep the teachers in arrears of pay and grudge to subscribe a few hundred rupees for the erection of a suitable school-house. At the last minor examination two boys from this school obtained scholarships. Of the 25 middle vernacular schools seven are entirely supported by Government. The Deputy Inspector speaks very favorably of these schools. They are well attended and well taught, and come out well at the annual examinations.

The aided middle class vernacular schools are nine in number. Although they are on the whole fairly attended, and prove successful at the annual examinations, the Deputy Inspector thinks that their management would improve if they were taken directly under Government control and dealt with on the same terms as the seven Government schools of the district. "A teacher," he says, "will serve on smaller pay in a Government school than he will in an aided school." He says further that in aided schools there are irregular, and sometimes under payments, and other instances of weak and bad management.

There are some unaided middle schools the course of studies in which is the same as in the Government and aided schools. It seems that these schools have been set up for some time in the district, and they would have ere long applied for Government aid if the aid system had not been in abeyance of late.

NORMAL SCHOOLS.—There is no normal school in the district, nor as yet has any class for the training of village schoolmasters been opened in connection with any other school.

GIRLS' SCHOOLS.—There are three aided girls' schools in the district, which teach 72 pupils in all, of whom 31 are Muhammadans, and the rest Hindus. From the Deputy Inspector's report the girls' schools seem on the whole to be doing better in this district than is usually the case elsewhere. Although the average age of the girls that attend them falls

Reports of Inspectors of Schools

short of nine years, yet from the list of books (given by the Deputy Inspector) which constitute their studies, they seem at the highest classes to come up to the standard of middle schools. The Bogra girls' school is the best of the three, and owes its superiority and excellence to the care and interest taken in it by Mrs. Bignold, "who," says the Deputy Inspector, "not only devises every means for the improvement of the girls, but looks after their health and worldly prospects with more than a motherly care."

PRIMARY SCHOOLS—The number of primary schools in the district is at present 65. It was six only before the orders of September were carried out. There are 1,429 Muhammadans and 688 Hindus attending these pathshalas. The average roll number is 32.07. "Only 226 pupils," says the Deputy Inspector, "belong to the middle and all the rest to the lower classes of society, but for the most part children of cultivators and small ryots. Very few of these children would be receiving any sort of instruction but for the boon conferred by Government on them in establishing these primary schools." All the six old pathshalas and twenty of the new pathshalas, have got house accommodation, the others are now being held in unoccupied huts provided by the leading men of the villages, who, with very few exceptions, have promised to put up houses for the pathshalas at their own expense. Most of the new pathshalas have been seen by the Deputy Inspector, and nine of them he found very thickly attended by pupils. The qualifications of the gurus are summed up thus: 8 are passed pupils of some training school, 15 are vernacular scholars, 13 are first and second class pupils of middle schools, and 30 are private students well up in *zamin-dari* and *mah-quam* accounts. Thirty-four of the gurus are Hindus, and 32 Muhammadans. The only wards' estate in the district of Bogra is a small one, and has as yet made no contribution, but a sum of Rs. 30 per month has been sanctioned from the Government Estate Improvement Fund towards the maintenance of a middle school on the Government estate at Juypur.

STATISTICS—The statistics of the schools are summarised in the seven following tables—

General Statistics—Bogra

SCHOOLS	Roll number		Number of pupils in the list March		Average attendance		EXPENDITURE					
							Government		Others' moneys		Total	
	1871	1872	1871	1872	1871	1872	1871	1872	1871	1872	1871	1872
Higher Government	1	1	114	82	70	70	Rs. 4 P. 10 0 7	Rs. 4 P. 24 0 0	Rs. 4 A. 1 61 0 0	Rs. 4 A. 97 0 11	Rs. 4 A. 37 0 0	Rs. 4 A. 34 0 11
Middle	Government		8	7	47	46	Rs. 3 P. 1 37 3 6	Rs. 4 P. 17 22 1 1	Rs. 4 A. 11 0 15	Rs. 4 A. 7 23 1 11	Rs. 4 A. 2 57 4 2	Rs. 4 A. 2 4 4 0
	Aided		18	10	600	344	Rs. 4 P. 12 0 0	Rs. 4 P. 1 44 8 0	Rs. 4 A. 3 0 7	Rs. 4 A. 2 122 8 0	Rs. 4 A. 6 0 0	Rs. 4 A. 3 13 0 0
	Unaided		7	0	25	25			Rs. 4 A. 1 012 0 1	Rs. 4 A. 1 13 1 7	Rs. 4 A. 9 1 0	Rs. 4 A. 1 13 1 1
Training	Aided		1	0	23	117	Rs. 4 P. 0 0 0	Rs. 4 P. 1 00 0 0	Rs. 4 A. 3 0 1	Rs. 4 A. 11 8 0	Rs. 4 A. 3 0 1	Rs. 4 A. 1 14 8 0
	Unaided								Rs. 4 A. 230 0 0		Rs. 4 A. 2 0 0 0	
Girls Aided						41		Rs. 4 P. 211 12 0		Rs. 4 A. 937 6 0		Rs. 4 A. 44 4 0
Total	37	0	180	3 377	1 241	1 143 16	Rs. 4 P. 670 0 1	Rs. 4 P. 876 8 1	Rs. 4 A. 7 981 13 11	Rs. 4 A. 4 35 4 3	Rs. 4 A. 11 658 0 0	Rs. 4 A. 13 411 1 4

Examination Results

EXAMINATIONS	Number of schools eligible to send candidates		Number of schools that sent candidates		Number of candidates sent	Number passed
	1871	1872	1871	1872		
Intrance	1	1	1	1	1	
Minor	1	2		2	5	1
Vernacular	8	20		12	34	22
Total	10	23	1	15	40	23

*Rayshahi Circle—Bogra.**Creed and Caste of Pupils.*

SCHOOLS	HINDUS								MUHAMMADANS		GRAND TOTAL
	Brahmans	Khetris	Vaidyas	Kaithis	Nayaks	Kaibartas	Sarbahans	Other castes	Doms &c	Total	
Higher	55	1	7	26	5	1				77	82
Middle English	26			7	3	15		9		40	100
Middle Vernacular	120	2	13	178	207	71	6	58	6	665	1005
Primary	11	18		80	6	57	9	116	51	685	2117
Girls'	7			1	11	1		12	2	12	73
Total	235	23	20	293	51	178	15	222	59	1702	3377

Social Position of Pupils

SCHOOLS	MIDDLE CLASSES			LOWER CLASSES			GRAND TOTAL
	Hindus	Muhammadans	Total	Hindus	Muhammadans	Total	
Higher	77	5	80				82
Middle English	41	3	67	26	7	33	100
Middle Vernacular	15	125	140	33	335	368	1005
Primary	15	95	110	3	156	159	2117
Girls'	21	3	24	21	28	49	73
Total	110	130	240	83	170	253	3377

Creed and Caste of Teachers

SCHOOLS	HINDUS							MUHAMMADANS		GRAND TOTAL
	Brahmans	Khetris	Vaidyas	Kaithis	Nayaks	Kaibartas	Other castes	Total	Total	
Higher	4			3				7		7
Middle English	4			1				5		5
Middle Vernacular	13		1	15	5	1	1	36	7	43
Primary	7	1		14	4	3	5	34	32	66
Girls'	3				1			4	1	5
Total	31	1	1	33	10	4	6	86	40	126

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Class of Instruction.

SCHOOLS	PUPILS IN THE DIFFERENT STAGES				Total number on 31st March 1873
	Upper stage	Middle stage	Primary stage		
			Can read easy sentences	Cannot read	
Higher	21	28	33		82
Middle English		18	40	42	100
Middle Vernacular		36	145	214	1 00
Primary		15	151	1 648	2 117
Girls			12	61	7
Total	21	397	881	2 070	3 377

With respect to the above tables I would only remark, having no data for comparing the year 1872-73 with the year preceding, that the number of pupils of lower social position in the schools of the Bogra district during the year under report was 751, and of Masalmians 572. I should say here that the returns of the Deputy Inspector of Bogra are carefully prepared, and I have more reliance upon them than upon the returns of Rangpur or Dinajpur.

(g) PUBNA.

The Pubna district is 1,966 square miles in area; its population numbers 1,211,594 souls. It has two sub-divisions and three educational circles. The number of police thanas is 8, over which the schools are distributed as shown in the tabular statement subjoined.

POLICE THANAS	Area in square miles	Population	SCHOOLS					Total
			Higher	Middle	Primary	Normal	Girls	
Bogra	318	1 80 085	1	8	31	1	2	
Dinaj	272	1 53 114		12	27			
Mithuna	121	91 417		8	9			
Chatmohar	24	1 20 028	1	1	27			
Shazadpur	274	2 01 253		8	18		1	
Ulapara	213	1 61 855	1	1	27			
Serajganj	12	2 11 013	1	5	36			
Khalai	21	8 124		3	13			
			3	10	191	1	3	247

HIGHER SCHOOLS.—The number of higher class schools in the Pubna district is altogether three. One of these is the Government zilla school at the sadar station, and the other two are aided schools at Chatmohar and Serajganj.

The zilla school has suffered a slight decrease in roll number, which, however, the Committee believe, will be shortly made up as fresh admissions were taking place about the close of the year. There has been a small increase in the number of Muhammadan students, and the services of the maulvi are to be retained because the funds permit it, and also because he is getting some accession of pupils to his class. A very few of the lower class pupils have left the school, owing, the Committee think, to the opening of so many new primary schools in the district. Since the departure of Mr. Barrow from the station, the gymnastic exercises at the school seem to have fallen in the background, although the third master of the school is competent to supervise the pupils at those exercises. The Committee are very reasonably anxious to see that these exercises continue to receive due attention. No

Rajshahi Circle—Pubna.

progress seems to have been made in teaching surveying, as the head-master, who qualified himself to teach it, has passed the Native Civil Service Examination, and is likely to quit his present post. The Committee justly regret his apprehended loss to the school, and express their appreciation of his past services.

The result of the Entrance Examinations, as also of the examinations of the lower classes, was creditable to the school.

The Serajganj school is a very successful institution. Mr. Nolan, the sub-divisional officer, is its Secretary, and takes much interest in this school, as also in all the other schools of the sub-division. At the last Entrance Examination the Serajganj school passed two candidates.

The Chatmohar school is rather backward. The Deputy Inspector recommends that it should be reduced to a middle school, but the Committee think that some more time ought to be given to the manager to improve the efficiency of a school to which his contributions are both regular and liberal. Babu Sambhu Chandra Saha meets from his own pocket the entire expenditure in the school exclusive of the Government grant.

MIDDLE SCHOOLS.—Of the 45 aided middle schools, 13 teach English. Ten of these are reported to be doing well. The three bad schools are those of Ulapara, Purjona, and Sthal, all situated in the Serajganj sub-division, and reported against by Mr. Nolan, the Assistant Magistrate. The Committee seem to be unwilling at once to adopt the severe measures recommended. The 32 middle vernacular schools of the district are on the whole doing fairly with the exception of the schools at Deswa and Nohatta, both in the Serajganj sub-division. Mr. Nolan recommended to the Committee a reduction in their grants, but the Committee seem to be willing to give more time to the managers to improve the schools. It seems that the roll number of the middle schools have suffered in some measure during the year, a circumstance which the Committee attribute to the opening of new primary schools in the district. The Committee express a wish that the Deputy Inspector of Schools should be on the look out for competent Muhammadan teachers for the middle schools.

PRIMARY SCHOOLS.—The primary schools are (1) the lower vernacular school under the aid system, (2) 2 circle schools (which the Deputy Inspector ranks as middle schools), (3) 2 Government Hardinge schools, (4) 30 pathsalas under the old scheme, and (5) 158 pathsalas under the new scheme.

Of the 3 vernacular schools, the Ramnarayanpur school, intended to teach practical agriculture, seems to have made no progress in that way. The village itself seems to be fast wearing away under river action.

The Pangashi school (in the Serajganj sub-division) seems to have had a very unworthy pandit for its teacher, who has been changed for a better man.

The third school of this class at the sadr station is said to be in a flourishing condition.

The two circle schools are spoken of very highly by the Deputy Inspector. Of the 2 Hardinge schools, the one at Bhangabari (in the Serajganj sub-division) is in a very inefficient condition. The pandit of the school had taken to the study of the law and neglected his proper duties. The other school at Udaipur, in the sadr sub-division, is reported on favorably.

The Deputy Inspector has entered into an elaborate comparison of the old pathsalas with those set up under the order of 30th September last. I shall quote his conclusion, on the subject:—

“There were only 32 pathsalas under inspection in the district before the introduction of the new scheme. These contained 738 pupils, of whom 538 were Hindus, and only 200 Masalmans. Now there are 174 pathsalas, with 5,382 boys. The average number of pupils in a pathsala under the old scheme is 25; under the new scheme 32.7. The cost of educating each boy in the former is Rs. 2-6-5; in the latter, Re. 1-0-9. In the old pathsalas 27 per cent. of the boys are Muhammadans. In the new pathsalas the Muhammadan pupils range 42.5 per cent.” Muhammadan gurus, it seems, attract more pupils than Hindu gurus. “In my own circle,” says the Deputy Inspector, “the average number of boys in a pathsala taught by a Masalman is 50.8, while in a pathsala taught by a Hindu it is only 34.6.” He suggests, and very rightly, that some of the subordinate Inspectors should be Masalmans.

NORMAL SCHOOL.—There is one normal school in this district; it trains up pandits for the middle schools. The grant-in-aid system having been in abeyance for some time, this school has not been called upon to supply teachers as in some preceding years. The roll number has accordingly declined, but the school continues to be as efficiently taught as ever. The Committee think favorably of the school, and in their report recommended as follows:—“This being the only normal school in this division, the Committee think its claims should be preferred to those of schools of outside districts.” The Committee’s recommendation is but fair. There is one drawback to the employment of the Pubna normal students, in the circumstance that many of them used to take to the study of law after, and often before, they were appointed pandits. In 1870-71 I had to recommend the dismissal of 28 pandits, mostly ex-students of the Pubna and Dacca normal schools, who were found neglecting their duties, being absorbed either in the study of law, or having gone away without leave to pass the law

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examinations. This has been the great drawback to the employment of the Pubna normal pupils for the last two years.

GIRLS' SCHOOLS.—There are three girls' schools in the district under the aid system. Only one of these, that at the sadar station, is doing fairly. The total number of pupils in these schools is 60. Besides there is a girls' class attached to one of the old pathsalas, which is attended by 11 girls.

The Deputy Inspector, after describing the difficulties of bringing girls to school, says : "I have thought of changing my plan, and to begin at the lower end of society. The tops and middle portions of the social pyramid consist of people who glibly talk of female education without giving practical effect to it by their own example. I shall now begin at the base, gradually working upwards, and we have excellent instruments to work with in the pathsalas." If the Deputy Inspector means, as I think he does, that he will try to attach girls' classes to pathsalas, or rather induce the gurus by rewards paid to them to bring in the girls of the villagers to attend the pathsalas, I believe he is likely to be successful to some extent; but I do not believe that he will find himself by adopting that course beginning female education quite at the base of the social pyramid. The girls that do attend for any time our pathsalas in other districts belong for the most part to the upper middle classes of society.

THE PRIMARY SCHOLARSHIP EXAMINATION.—The examinations for the award of primary scholarships were held at Pubna and Serajganj. The total number of candidates was 351, of whom 83 were not admitted, being above 14 years of age. The eligible candidates, in number 268, were examined in reading print and manuscript, and those only who acquitted themselves creditably at this preliminary examination, were examined afterwards in the other subjects prescribed. Seven scholarships were awarded to the best examiners, three of whom proved to be Masalmans, and one, the best of them all, says the Deputy Inspector, was a pupil from one of the new pathsalas. The scholarship examination was a great encouragement to all interested in primary education.

INDIGENOUS SCHOOLS.—About 70 pathsalas, it is said; have sprung up since the new scheme was introduced; 15 of these have sent in returns.

STATISTICS.—The statistical tables (seven in number) are given below :—

General Statistics—Pubna.

SCHOOLS	Their number	Number of pupils on 31st March.		Average attendance		EXPENDITURE.							
						Government		Other sources.		Total			
						1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.
		1871-72.	1872-73.	1871-72.	1872-73.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Higher	Government.	1	1	148	128	108	102 43	2,615 3 4	2,399 15 10	2,196 13 0	1,969 13 3	4,812 0 4	4,369 13 0
	Aided	1	2	216	323	141	226 15	270 0 0	1,496 14 7	3,159 0 1	3,159 0 1	1,656 1 8	1,656 1 8
Middle	Government	3	2	140	166	81	71	516 12 9	190 8 0	356 10 9	235 7 0	847 2 9	725 15 0
	Aided	18	15	2,234	2,924	1,156	1,353	8,214 12 0	11,644 5 7	13,620 1 8	23,244 6 4	21,833 15 8	21,833 15 8
	Unaided	7	2	306	79	256	50	876 15 0	.	208 5 0	876 15 0	208 5 0	208 5 0
Primary	Government	1	1	37	37	30	16	204 4 0	05 12 0	05 12 0	05 12 0	300 0 0	300 0 0
	Aided	13	177	435	5,708	283	12 50	612 8 0	2,812 3 3	650 0 9	2,383 12 9	1,292 14 9	5,226 0 0
	Unaided	28	13	533	400	311	311	109 0 0	07 11 3	109 0 0	67 11 3	109 0 0	67 11 3
Normal, Government		1	1	87	68	41	54	2,849 15 0	.	19 14 0	2,870 4 0	2,869 13 0	2,869 13 0
Girls' Schools, Aided		2	3	85	60	37	37	492 0 0	514 7 6	522 0 0	854 7 0	1,014 0 0	1,014 0 0
Total		104	247	4,144	8,833	2,109	6465 03	16,859 12 10	19,989 8 8	18,471 11 1	22,282 3 0	34,916 2 2	11,271 11 8

Examination Results.

SCHOOLS	Number of schools eligible to send candidates.		Number of schools that sent candidates.		Number of candidates sent.	Number passed	
	1871-72.	1872-73.	1871-72.	1872-73.		1871-72.	1872-73.
Entrance	2	3	2	3	15	1	7
Minor	20	13	..	5	19	17	5
Vernacular	45	34	.	32	74	46	41
Normal pass	Not in this office, the pass examination having been held by Mr. Woodrow.						
Total	71	50	2	40	108	64	53

*Rayshahi Circle—Pabna.**Creed and Caste of Pupils.*

SCHOOLS	HINDUS										MUHAMMADANS (CHRISTIANS)			ABORIGINES		GRAND TOTAL
	Brahmans	Khetris	Vaidyas	Kaushthas	Narasals	Kaibartbas	Sonarbanas	Others	Domes, &c	Total	Shias	Sunis	Total	Protestants	Total	
Higher English	207	1	16	90	38	15	1	23	5	303	48	48	2	2	2	11
Middle English	219	10	20	101	104	17		37	4	517	101	101	1	1	1	(1)
Middle Vernacular	107		90	379	274	47	1	84	18	1,247	17	24	38	2	2	1,430
Primary	428	21	28	996	778	205	56	1,110	17	1,754	18	2,473	2,301			6,117
Girls	21			4	23		2	2		5		2	2	4		60
Normal	27		1	22	10	2		6		68						68
Total	1,306	32	111	1,502	1,227	349	6	1,262	186	6,038	33	2,747	2,740	6	11	8,831

Social Position of Pupils.

SCHOOLS	UPPER CLASSES		MIDDLE CLASSES			LOWER CLASSES				GRAND TOTAL
	Hindus	Hindus	Muhammadans	Christians	Total	Hindus	Muhammadans	Christians	Total	
Higher English	5	343	3	2	37	71	16	2	61	451
Middle English	11	41	53	1	111	111	48		159	619
Middle Vernacular		717	3	2	805	451	202		653	1,858*
Primary	7	870	372		1,242	2,877	2,011		4,888	6,145
Girls	1	97		6	43	14	2		16	60
Normal		51			50	9			9	68
Total	24	2,111	403	11	2,075	3,543	2,287	2	5,832	8,891

* Two aborigines are to be added to this number.

Creed and Caste of Teachers.

SCHOOLS	HINDUS										MUHAMMADANS (CHRISTIANS)		GRAND TOTAL
	Brahmans	Vaidyas	Kaushthas	Narasals	Kaibartbas	Sonarbanas	Other castes	Domes, &c	Total	Shias	Sunis	Total	
Higher English	14	1	6	1			1		33		2	2	25
Middle English	24		8						32		1	1	33
Middle Vernacular	41	5	18	2	2		5		73				73
Primary	44	6	60	8	1	2	13	6	140	1	60	61	201
Girls'	9								3				4
Normal	1		1						2				2
Total	127	12	93	11	3	2	19	6	273	1	63	64	338

*Reports of Inspectors of Schools.**Class of Instruction.*

SCHOOLS	PUPILS IN THE DIFFERENT STAGES				Total number on 31st March 1873
	Upper stage	Middle stage	Primary stage		
			Can read easy sentences	Cannot read	
Higher	78	216	102	55	451
Middle English		264	230	125	619
Middle Vernacular		588	460	443	1 490
Primary		118	1,735	4,202	6 145
Girls'			47	13	60
Normal	68				68
Total	146	1 216	2,684	4,788	8,833

With respect to the above tables I would remark that in 1871-72 the percentage of the children of lower social position was 50·3; in 1872-73 it is 66·0.

In 1871-72 the percentage of Masalman pupils was 15·7 only; in 1872-73 it is 31·4, or exactly double of the preceding year.

CONCLUDING REMARKS AND SUGGESTIONS.

In bringing this report to a conclusion, I would beg to remark that both educational and district officers have spoken in the highest terms of the enthusiastic reception which the new scheme of primary education has met with from the people of the different districts. The zemindars have in some cases offered or promised assistance, and in others refused it; but the great body of the people seem to have fully appreciated the boon conferred.

The system of primary scholarships seems to have infused new life into the pathshalas, new and old, and is calculated, in the opinion of those who know best, to remedy the evils under which the old pathshalas suffer, and to keep the new pathshalas free from those evils. My own opinion on the advantages of such a system of scholarships was expressed so long ago as 1863-64. I said in my report for that year—"Now that the pathshalas have been started, it is necessary to place before them a definite object of pursuit. Without such an object before them, their improvement can never be regular, steady, or uniform. With men as well as institutions, there ought always to be some standard to aim at. I would propose the institution of a certain number of inferior vernacular scholarships, bearing a certain proportion to the number of pathshalas in each district. Then will really be opened a way for the child of the poorest rayat to obtain within his reach the best education available in the country. The good to each individual rayat's child is, however, as nothing compared to the beneficial effects of the measure on the class."

The only weak point in the system (of new primary schools), as the Magistrate of Dinajpur observes, is the want of provision (as yet) for a supervision of them. Schools of a lower status require to be looked after very constantly; but up to date the inspecting staff of the division remains inadequate for such work. The number of schools in the division has already come to be 2,062, and the number is still increasing, and in all probability will continue to increase; but the Deputy and Sub-Inspectors are 21 only, which gives on an average 98·2 schools to one inspecting officer. There ought to be for such inspection as the pathshalas require not more than 50 schools under one Inspector. The subordinate inspecting agency requires therefore to be doubled without loss of time. I would also suggest the feasibility of the plan of inspection adopted in other parts of the empire. There should be centres of union in different parts of every district, where the Inspector may call together for examination all the primary schools situated at easy distances. Without some such provision it would be simply impossible for the Inspector to examine every year, as he should do, such a portion of the students of schools as would enable him to form a correct idea of the nature of instruction imparted and the progress made. This mode of school inspection has its advantages as well as some disadvantages to counterbalance them. Accordingly it has commended itself to some, while it has not been accepted by others. They have adopted it in the North-West and the Panjab, but not in Oudh. My idea is that by making it incumbent on the Sub-Inspectors to make their visits as heretofore at the schools, and allowing only the Inspector to avail himself of the "musters," we shall be able to secure the advantages of the system without incurring its disadvantages.

Rajshahi Circle—Pubna.

With respect to the primary schools in general, I would suggest, with a view to the greater furtherance of pure mass education by their means, that night classes be attached to them wherever possible. In order to make the pathshalas available for the education of girls likewise, I would also suggest that classes for girls be opened at them on the same or similar terms with those under which such classes were allowed at some of the old pathshalas. Further, I would venture to remark that the great care which some are disposed to think is required in order to keep *down* the standard of education in the primary schools, is in fact so much solicitude lost for nothing. The difficulty of mass education cannot be in teaching too far up; the difficulty is entirely on the other side, that the masses cannot be brought to school, or kept long enough there to learn anything at all. In the North-West and the Panjab they never dread the bugbear of too high a standard in the halqua or village schools. On the contrary, they lament that the schools, in spite of all their endeavours to the contrary, have "an uncontrollable tendency to gravitate downwards." Professor Huxley, who is an educationist as well as an eminent man of science, says in one of his lay sermons:—"Those who say, Make people learn to read, write, and cipher, are met with the objection that it is very much like making a child practice the use of a knife, fork, and spoon without giving it a particle of meat." In another place the Professor says, still more strongly:—"I would rather that the children of the poor should grow up ignorant of both these mighty arts (reading and writing, than that they should remain ignorant of that knowledge to which these arts are the means." But discussions on such a point are quite uncalled for under the circumstances of this country, where we can hardly get even the three R's taught properly, or taught at all, to the great majority of the children of the poorer classes. I allude to the subject only with the purpose of pointing out to those who imagine that gurumashays must be ignorant and unlearned men in order that the pathshalas of which they have charge may be *pure* mass schools, that their theory has been accepted by practical and earnest men neither here nor elsewhere. The improvement of the gurus of our pathshalas is a matter of vital, and not of secondary, importance. The "filtration" theory may be right or it may be wrong, but it is certainly true to the extent that knowledge must descend from the teacher to the pupil; the teacher then needs have that which is to come from him. The training of the gurus, then, for our primary pathshalas is not to be neglected, and indeed I am happy to find that the Magistrates of most of the districts constituting the division seem to be more or less mindful of this very important matter.

I have now only to add that the district authorities have one and all spoken in the most favorable terms of the zeal and loyalty with which the Deputy and Sub-Inspectors placed under them have discharged their very onerous duties. For my part, wanting as yet a personal knowledge of many of these officers, I do not feel myself quite competent to speak of their merits and qualifications. Judging from the reports and statistics drawn up by them, I should say that the reports of the Deputy Inspectors of Mursidabad, Maldah, and Bogra, are the most full, best arranged, and most carefully accurate; those of Rajshahi and Pubna are fairly written, although the statistical tables of the former are not as full and well arranged as they should be. It needs be said, however, that this year no detailed instructions issued from this office, as in previous years, and there has been much trouble and delay accordingly in making up the statistical tables for this report.

I have to thank Mr. Wavell for having lent me the services of the Deputy Inspector of Mursidabad, who had to labour continuously in my office for fifteen days in order to examine, and finally make up, the statistics of the different districts, which, as I have already said, had not all come in the best order. But for such assistance, this report would have been delayed more than it has been.

REMARKS BY MR. E. W. MOLONY, COMMISSIONER OF RAJSHAH. .

THE report having been drawn up by the Inspector of the circle in consultation with me, there is no occasion for me to do more than record a few general remarks. I am glad that my ideas are in so close accord with those of one who has devoted so much thought to, and has had so much experience in, the advancement of education in this country.

2. The first point that suggests itself in the narrative of the year's operation is connected with the necessary relaxation of inspection of aided schools owing to the pressure put upon the inspecting agency by the rapid introduction of the new rules under which pathshalas have been established. I would only remark that this was quite unavoidable, and that it will only be temporary, inasmuch as it is hoped that the extra establishments referred to in a subsequent paragraph may be sanctioned. I also venture to think that laxity of inspection is not to be held wholly accountable for the disappearance of schools of the middle class, which is so conspicuous in Mursidabad and Dinajpur, and of lower schools in Mursidabad and Rajshahi, but that the orders referred to in Appendix A, page 5 of last year's educational report, may have had some effect in reducing the numbers pending the issue of the new grant-in-aid rules which have only recently been promulgated.

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3. I think the question treated of in paragraph 1 of the part devoted to the narrative of the year is one of great importance. If we are to have pathshalas, whether aided or not, for teaching the elementary course, I think we should avoid competing in middle class schools by commencing the course quite at the bottom. Any ill effect of this change would be obviated by insisting that there should be the required number of pathshalas in the vicinity of every aided school. The change advocated would have a more telling effect in removing the discouragement to indigenous unaided pathshalas than it would in the case of those schools which we now aid or may be able to assist.

4. The adding of night classes to all pathshalas on the system of trifling extra grants is likely to have a good effect in encouraging education amongst the agricultural labourer class, for it is to be presumed that a person who as an adult has a desire to educate himself, will not neglect to send his children to the day-school.

5. The question of the development of pathshalas into superior schools is alluded to in the report. I agree with the Inspector in thinking that any such development is not to be regretted, provided always that the school fulfils the first object with which it was started. This can always be insisted on if the inspecting agency is strong enough.

6. The idea of collecting gurus and scholars for inspection by the Inspector is a good one, and being one of a purely administrative character, might well be adopted both by him and by the Magistrates. Of course such inspections would be only at long intervals, and the Deputy Inspect. and Sub-Inspectors would be interdicted from resorting to it.

7. The selection of men as gurus hitherto seems to have been judicious. It has, however, been brought to my notice, in connection with the report on wards' estates, that some of them have rendered themselves unpopular by regarding themselves as Government servants, and assuming a certain degree of superiority and a right to inflict corporal punishment on the boys. I think it should be a *sine quid non* that every guru should be popular with the villagers, and that if he fails to become so, he should be removed. I think Magistrates and Deputy Inspectors would do well to consult with intelligent managers of wards' estates and zemindars who are known to desire the well-being of their tenantry in selecting teachers, and that persons having a local connection should always, *ceteris paribus*, be selected in preference to strangers. It has been suggested by the manager of the Chanchal estate that gurus should be elected by a panchayat. The plan would be worth trying.

8. As regards inspecting agency, we require 21 additional Sub-Inspectors for the division. This requirement has been made the subject of a special report. I may here content myself with remarking that according to the table given at page 111 of the Inspector's report, the increase will, on the estimate of last year's expenditure, only bring the ratio of inspection charges to 18·3 per cent., a sum less than is now incurred in the north-eastern circle.

9. I may conclude by disclaiming on my own part any credit which may be due for the rapid introduction of the new system of establishing and aiding pathshalas; what may be due is due to the Magistrates and to the hearty co-operation of the subordinate agency, which has worked with great industry and, in my opinion, with good effect.

FROM THE REPORT OF MR C. B. CLARKE, M. A., INSPECTOR OF SCHOOLS, DACCA CIRCLE

DACCA DIVISION.

2. This report consists of, first, the reports and returns as sent up from the different districts; and secondly, abstracts of these reports and returns and the present general report for the Dacca Division written by myself.

There is a set of abstract returns for each of the districts in the five forms sanctioned by Government and marked A, B, C, D, E respectively. And a similar abstract return for the whole division is given by merely adding the returns of the six districts into one.

3. And, first, I must express my regret that these returns are all more less defective. there are very many totals which ought to coincide, and which do not. My dealing with the figures has been entirely ministerial, and wherever the figures do not agree, it is because they have been sent up from the District Committees not agreeing. As regards the budget grants and other charges, which I could correct by papers in this office, I have made the requisite corrections.

4. You will observe, however, some discrepancies on a very large scale: return A from Mymensingh shows upwards of 8,000 boys at school, while some of the other returns show only 6,000. This arises from the fact that, though the form of the figured returns for this report was settled, or supposed so, in January last, Government has never ceased issuing additional orders on the subject, even so late as the middle of May. The consequence has been that, while the east of Mymensingh was working with one set of forms, the west was working with another, and the returns have reached my office in such a state that it is utterly impossible to complete a report for the district honestly either on one system or on the other.

In general you may take the A return as showing the true totals and the other returns, as giving particulars which apply to a greater or less percentage of these totals. But the Mymensingh A return, as I have shown below, omits all the girls by some mistake.

5. The state of higher English school education in the division is shown in the subjoined table:—

DISTRICT	Higher schools	Number of boys on 31st March 1873	NUMBER OF BOYS PASSED UNIVERSITY ENTRANCE EXAMINATION IN JANUARY 1873				Net mark for each boy in the division out of 100
			1st Division	2nd Division	3rd Division	Total	
DACCA	Collectorate, Government	319	8	6	1	15	0
	Pokose unaided	497	2	15	5	22	11
	Jangama's, unaided	547	2	3		5	
	Boys Academy unaided	Now annual grant with the list	1		1	2	1
	Ghani Mia's, unaided	190		3	1	4	7
	Bangla Hazar, aided	110		2	2	4	1
	Tughrin, aided	72					
	Kalipara, aided	126		1		1	1
	Bahati, aided	60					
	Road, aided	61					
MYMENSINGH	Zilla, Government	321		8	4	12	0
	Janhavi at Santosh near Attia, unaided	181		1		1	
FARIDPUR	Zilla, Government	201	2	2	1	5	11
BARISAL	Zilla, Government	357	4	7	1	12	27
SYLHET	Zilla, Government	266		1	1	2	
CACHAR	Zilla, Government	125		1	4	2	5
Total		3,453	19	50	21	90	

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You will see from this table that the higher class English schools were never so full before, and also that, as a whole, they have been very successful (especially the Government Schools and the Pogoso School) in passing boys through the University Entrance Examination. There can be no doubt that, during the last two years, the spread of higher English education has gone on at a higher rate than before. The measures of Government, in effecting retrenchments at the collegiate schools, have been warmly approved by some who think that there are already enough English-knowing Babus turned out, and have been very generally reprobated by the educated natives themselves; it has been on many occasions my pleasing duty to moderate the glee of the one and the terrors of the other. The reductions in the zilla school establishments have been carried out in such a way that I do not think the teachers are likely in the long run to suffer: in the collegiate schools the instructional staff has not for the present been weakened, but the Director of Public Instruction has expressed his opinion that, in Bengal, the abolition of a number of the more coveted and honorable posts must operate prejudicially in the long run on any service.

6. Allowing that nearly half the candidates who appeared at the entrance examination failed, we yet find that the higher class schools do not send up above 5 per cent of their number each year to that examination: and this shows by an indirect though irrefragable proof, that the so-called higher class English schools give a great deal of middle class education. Not only is there but a moderate percentage of boys at any one time reading the higher university course, but in any particular one of the lower classes there is a large percentage of boys who never do continue their reading so as ever to compete at the university entrance examination. Schools vary much in this respect however: at the collegiate school, Dacca, a large number of the boys (being either scholars or comparatively rich boys) continue their reading on, while at Kalipara a small number only are able to do so.

7. The mofussil higher class English schools cut but a poor figure in the above table, and it will be observed that those in the Dacca district are all aided. But there is no great abuse here. What it means is, that some zemindar, in order to have the valuable honor of keeping a higher English school, is willing to take a grant-in-aid for it on harder conditions than he would get a middle school grant. Government gets for its money a better middle school than ordinary, at a much lower rate of aid than ordinary. There may also be six or eight boys at the top who form the two entrance classes, and to which Government may fairly be supposed to contribute nothing. These entrance boys are sometimes hired by the School Secretary.

8. In the expenditure of Government in the Table A is not included the cost of the new survey classes, which comes out of a separate special grant; and no figures now come to my office which enable me to give the actual cost for the fragment of the year: moreover, the value of the instruments obtained by indent is not known, and it is a large item, so that accuracy in the other items would be comparatively of little use. There is one teacher for the schools of Barisal and Faridpur, one teacher for the schools of Mymensingh, Sylhet, and Siferhar: and the Dacca College teacher teaches also the Collegiate School, but his salary has not been apportioned between the College and the Collegiate school. Arbitrarily charging one-third of his salary against the Collegiate school we shall have as the total charge of surveying teaching in the division—

Rupees 170 per month salary to the teachers.

„ 1,200 per annum contingencies.

and an unknown considerable sum for instruments supplied by the Government Instrument Department

9. It is early to speak of the results. The Principal of the College thinks there has been fair success there. I have been dissatisfied with the result in the zilla schools, and I have lately, at the call of Government, reported fully on the subject, and therefore need not load this report with any lengthened statement of my views. There is room for some difference of opinion whether the teaching should be professional or theoretic, whether the Government money should be laid out mainly in providing special teachers, or in giving substantial prizes for proficiency. But on one point, which I think must have occurred to you, I have reported very decisively. In our zilla school first class rooms we have 25 to 40 boys sitting round a small room closely pigeoned; generally there is no table before them; sometimes there are a few ricketty sloping desks: in many cases the room is very dark or lighted only from a verandah at one end. Now on whatever system we determine to attempt the teaching of surveying, one first essential is at each zilla school a large properly-lighted room with solid tables roomy enough for 20 to 40 boys to work upon. Otherwise how the boys are to be instructed in “drawing,” “plotting,” &c., I cannot conceive.

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10 The middle English education is tested by the minor scholarship examination, of which the subjoined table shows the results :

DISTRICT	Number of Middle English schools which competed at the minor scholarship examination	Number of boys who competed	Number of boys who passed the examination	Number of scholarships obtained
Dacca	12	28	18	6
Mymensingh	11	25	16	5
Faridpur	2	3	2	1
Barisal	5	19	10	..
Sylhet	1	47	21	1

Last year (as always hitherto) these scholarships were given to the boys who obtained the greatest number of marks. The higher English schools were disqualified from taking scholarships, so that they did not in general compete: but there is an exception at Sylhet, where it has been the custom for many years that the zilla school third class shall go in to this examination to obtain pass certificates. This will explain the large number of Sylhet candidates. It will be seen, too, that (except the Sylhet zilla school) each school can only manage to send in two or three candidates. These middle English schools have in fact often a vernacular department, and sometimes an attached pathshala, and a large part of the education given even in the middle English schools is strictly primary.

11 The middle vernacular education is tested by the vernacular scholarship examination: the subjoined table shews the results for 1873:—

DISTRICT	Number of schools which competed for vernacular scholarships in September 1872	Number of boys who competed	Number of boys who passed	Number of scholarships awarded
Dacca	72	309	231	29
Mymensingh	39	198	106	10
Faridpur	25	119	61	4
Barisal	32	152	83	10
Sylhet	6	32	14	1

Last year, and hitherto, these scholarships were given to those boys who got the highest marks, subject to certain territorial restrictions, which prevented the Dacca boys getting quite everything. The Dacca model school and the Dacca circle schools have always distinguished themselves at this examination, and hardly less so the station vernacular schools of Mymensingh, Barisal, and Faridpur.

The new rules for minor and vernacular scholarships, promulgated on 5th October 1872, make two very important changes (among other things). First, no school is in future to get more than two scholarships, secondly, the teaching of geometry is to be altogether dropped, and the standard in plicotetics lowered in order to teach surveying. The first proviso appears aimed with the object that there shall in future be no good vernacular schools, and if it is maintained it will be most prejudicial to all the good vernacular schools, as shown in the district reports. The second proviso seems to me to proceed on the oft-tried and oft-discarded plan of trying to run before you can walk.

I received the Government orders of 5th October 1872 at Cherra, and immediately wrote, before consulting any one, strongly objecting to both these new provisos. Since then there has been a general consensus in the opinion given me, both by educational officers and by teachers, regarding the effects of these two reforms. But as I have long ago written to Government what I had to say on the matter, I need not repeat it all in this report.

12. The old pathshalas, *i.e.*, those in existence before 30th September 1872, are represented as 33 only in the division, containing 1139 pupils. As I have repeatedly explained, this represents but a very small portion of the primary education which existed in schools in this division previous to 30th September 1872. In every circle school, the lowest stage was

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the pathsala stage, and to numerous middle schools pathsalas were attached. As there were on 31st March 1873, 19,819 boys at school in the division *exclusive* of new pathsalas and unaided schools, and as at that date only 7,715 boys in the whole division had emerged from the primary stage of education, it follows that there were in the old schools of various kinds a minimum number of 12,114 boys in the pathsala stage. There were in fact more than this, because on 30th September 1872 there were a good many unaided schools in existence: I would guess they contained at least 2,000 more boys in the primary stage.

13. We can from these data estimate what the primary grant of 30th September 1872 has effected up to 31st March 1873, we may say in three months only, for very little action was taken much before 1st January 1873.

PRIMARY EDUCATION (DACCA DIVISION)

	Number of boys in pathsalas receiving Government money.	Number of boys in unaided pathsalas
On 1st October 1872 ...	12,000	2,000
On 31st March 1873	32,500	8,000

or we may say, the number of boys at school has been raised by the order of 30th September 1872 from 22,000 to 48,000; and this increase has taken place, one may say, wholly in the number of boys in the lowest stage of education. A further considerable increase has taken place since 31st March 1873. I look up on this as a triumphant success.

14. From the money returns, it appears that but a small portion of the sum sanctioned for primary schools for the year ending 31st March 1873 was actually spent *before* 31st March 1873: but no mistaken conclusion must be drawn from this. Many of the school were not established before January, and consequently only drew one month's pay in the fiscal year ended 31st March 1873, instead of *four months'* pay as provided by His Honor in the minute of 30th September 1872. The schools were regularly at work in many cases on 31st March 1873, though they did not receive any Government money till later. There was a similar mistake made by Government regarding the last half-lakh for primary schools entrusted to the Educational department to distribute in July 1872. Very little of this money was actually drawn before 30th September 1872, and Government thought the Education Department supine in the matter: but (in this division at least) we had three times as many schools going as the money would pay for within a very short time of the sanction of the half-lakh and these pathsalas were afterwards worked in very successfully under the 30th September 1872 grant. The delay in drawing the money arose chiefly because Government saddled the half-lakh with the condition of a cross reference to another Department, and it was not of much importance, as the schools knew that the grants could afterwards be sanctioned with effect from the date at which they actually sat regularly. Government misapprehended the state of the case altogether, and as exactly the same thing has occurred on a large scale in placing out the new pathsalas, I have thought a detailed explanation advisable.

15. The correct way of measuring what has been really done up to 31st March 1873 is to see how much of the Government monthly allowance for new pathsalas had been placed out up to 31st March 1873, and also what monthly sum was then about to be assigned to worthy schools in existence. We thus find in—

Dacca	All the money assigned	.
Mymensingh	Out of Rs. 800 per month, Rs. 270 had been assigned, and Rs. 200 was about to be assigned	
Faridpur	Virtually all the money assigned.	
Barisal	Out of Rs. 900 per month, Rs. 681 had been assigned	
Sylhet	Out of Rs. 700 per month, Rs. 600 had been assigned	
Cachar	Out of Rs. 250 per month, Rs. 125 was assigned or was about to be so. [The whole Rs. 250 is now assigned, 30th June 1873.]	

I may remark that, up till the late sanction of additional inspecting officers in Mymensingh and Barisal, there was no sufficient staff to put out the money. The Magistrate of Barisal got on faster than the Magistrate of Mymensingh, because he employed the police freely, while the Magistrate of Mymensingh did not. But there is not the slightest reason to fear but that the whole of the noble gift of Government will be rapidly appropriated in Mymensingh as elsewhere.

16. Nothing is more remarkable than the cordiality with which the people have received these Government pathsalas, as reported by every Deputy Inspector, not merely in the central districts but even in Cachar, where the want of a "taste for education" has hitherto been

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deplored in so many educational reports. It is, indeed, sufficiently clear that the multiplication of Government schools is only limited by the length of the Government purse. I have given this opinion long ago as regards the more central districts, but its truth embraces a wider area than I supposed. A large proportion of the unaided schools, which appear in the present return, are expectant new pathshalas, started in hopes of getting a Government grant.

17. The only ground left for the detractors of these schools is to assert, as has been repeatedly done, that all the boys brought newly into school by the primary grant of 30th September 1872 would have learnt their writing and native arithmetic at home without any trouble on the part of Government, and that, in fact, a large number of the boys brought into these new pathshalas had previously learnt to write and do Bengali arithmetic up to the standard of their years. This is an important statement, for it is true to an extent that has astonished myself and many of the Deputy Inspectors too. We always had presumed a very extensive indigenous education existed, but I never guessed how widely it was diffused before. I have hardly visited one of the new pathshalas, even in the most jungly or unfavorable districts, where I have found all the boys beginners. On the contrary, I have often found 30 to 60 per cent. to have reached a stage which, on the old Bengali system, takes two years time at least. The return E for the several districts bring out the same facts with great clearness. I have questioned many of these boys, and their answer generally is, that "they have learnt something at home" from a father or uncle; less frequently they have learnt at a shop or kachari. I have seen very few boys indeed above 12 years of age who come into school absolutely illiterate.

Now I apprehend most persons will think it much better that boys should pick up a sufficient knowledge of reading and writing pleasantly in the evenings in their own homes than sit in school four hours a day to learn no more at a great discomfort to themselves and at a cost to the State.

But in the first place this home education is of a very limited and non-progressive type. Many of the boys who come to these new pathshalas can do more or less writing and a little Bengali arithmetic: few can read, or indeed have ever before tried to read, from a book: many are very desirous to come to school to learn the art of reading. Secondly, the providing a pathshala in a village causes many little boys to commence education who certainly never would have commenced at all at home: we have an excessive proportion of young boys in the new pathshalas. Thirdly, and most important of all, the laying out a large sum of Government money has given an impetus to primary education which is sure to tell somewhere: we have hundreds of gurus teaching who but for the Government grant would not have been teaching: and we have hundreds of other gurus getting up schools and beating up pupils to attend these schools. Fourthly, when we have once got the boys regularly into schools, it is possible to commence improving the education given (which in domestic teaching is practically impossible), and this improvement often commences from the very date they first attend the pathshala. Indeed, reading, as above stated, is already largely introduced in the new pathshalas.

18. The course of instruction in the new primary schools is, in a majority of cases, confined to the pathshala course as contemplated by His Honor in the 30th September 1872 minute. But this is by no means universally the case, and the new primary schools are not, on the whole, even at starting, more homogeneous than other classes of schools. In the minute of 5th October 1872, His Honor has figured to himself six types under which schools are to be ranged: practically the number that can be fairly classed under any two of the headings is not large compared with the great number that ought to be placed somewhere intermediate between the two. In the new primary schools it will be seen that the Deputy Inspectors have preferred to employ old-fashioned countrymen as gurus, and have refused to employ the gurus thoroughly trained at the Dacca Normal School Guru class. This has been done with the object of keeping down the teaching of these schools to the old Bengali standard. Still there remain a large number of the new primary schools in which the arithmetic is more or less Anglicized. And it must be so, for even the old-fashioned men are conscious that the English arithmetical methods are more powerful, and many of them teach Rule of Three.

In the interior of Noakhali I visited in one day two new primary schools, neither of which had ever been visited by any inspecting officer before. At the first village, the school was a fairly typical pathshala with about half the boys Masalmans. At the second village, all the boys but one or two were Masalmans, the guru a Hindu. The first questions in bazar arithmetic which I proposed, they worked out in full form by Rule of Three. I gave them the three sides of a triangular field, and the first two boys evaluated $\sqrt{s \cdot s - a \cdot a}$, $s \cdot b$, $s \cdot c$. This was an extreme case: there was nothing resembling a pathshala about the place, the boys all sitting upon benches and reading. The point on which I insist (as I have often done before) is that it is as impossible as it is undesirable to keep down the standard of a school. Where the boys have once got confidence in Rule of Three it is quite hopeless to try to persuade them to go back to Bengali practice: where the boys know that the Bengali rule (square of the quarter girth) gives the area of a triangular field grossly wrong, it is

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further), and then an entirely different set of arrangements becomes necessary in order not to leave some important school without a good mathematical teacher. And the Inspector then has to ebine all over again.

26 I have called the case put in the last paragraph a hypothetical case, but there is none of it imagination. The appointment question is perhaps the most important in school management, but the same duplex system is introduced throughout the new administration scheme for schools. Under it there has been necessarily a frightful expansion in the correspondence of the Inspector's office. And it is a system which prevents one scrap of responsibility attaching to anybody.

27 Another main feature in the new administration is, that schools are divided into two classes,—the management of one-half being placed with the Magistrates, of the other half with the Inspector. The Government appears to have done this under the idea that the Inspectors neglected or did not sufficiently push on primary education, and the intention of Government, I believe, was to give the Inspector the middle schools, the Magistrates the primary schools. But owing apparently to some misconception still existing about circle schools, the orders of Government (in spite of an explanation duly submitted by me) have placed a great number of the very best middle schools in charge of the Magistrates, while they have left under the Inspector a mass of inferior schools. However skilfully schools are divided between middle and primary, something of this kind would occur: schools change often so rapidly that no accurate classification can be maintained: and a large portion of the schools in this division are "mixed" schools, which may be classed according to fancy. But the Government order about circle schools has placed the crack Bikrampur schools wholesale under the Magistrate.

So persistently has the duplex system of arrangement been carried into every corner of the school administration, that it has been arranged that the Deputy Inspectors shall get part of their official stationery through the Inspector and part through the Collectors: and I fear it will be necessary for my office to commence consulting the Magistrates all round East Bengal before the office stationery indent can be properly filled up.

28 I will state once more, to avoid all chance of misapprehension, that in my opinion the Magistrates are most fully competent to manage all schools in Bengal, and that I see no grounds for maintaining that any special departments or specially trained men are required for schools provided the district officers have time at their disposal to supervise them properly. But if a special Educational Department is to be maintained, I am unconscious of any shortcomings in the existing Department in school management which should have caused Government to have thrown their duty on the already fully-occupied Magistrates. And finally, that a duplex administration between the two, in which nobody can do anything without consulting some body else (usually 100 miles off, and very possibly on tour), and then referring to some third authority, is the most inefficient system of administration that could easily be devised. In making these very plain remarks, however, I should add that I look on the machinery of administration as of very secondary importance, and as a matter that affects more the comfort of the men who work in it than the cause of education itself: and I do not pretend to argue for instance, that the Magistrates have been less successful in placing out the 30th September 1872 grant for primary education than the Inspectors would have been.

29 There has been a change in a very important branch of the administration, viz. in the supervision of the accounts, which is not exactly a part of the scheme of Government; but which, I believe, has been mainly initiated between the Bengal Secretariat and the Education Department, with the object that the Inspectors should be less tied to their headquarters by account work and thus be enabled to do more actual inspection. This object, by the way, has been entirely frustrated by the enormous increase in writing under the duplex plan of administration, so that the change in the plan of supervision of accounts may now be considered entirely on its own merits. The subject has now become of the highest importance as the Accountant-General has stated, in the printed correspondence concerning the educational budget, that he cannot check the expenditure of each school separately, and that this supervision must be exercised through the Educational Department.

The zilla schools now draw all their bills themselves without any countersignature. They send a quarterly statement, which shows the receipts for the quarter paid into the treasury, and also a list of the bills, with the amounts drawn during the quarter, to the Inspector. At the end of the year, they submit a statement showing their receipts and expenditure for the year, with a view to a regrant of their balance which lapsed on 31st March 1873. In those cases in which I have already tried to verify these accounts, the annual account does not agree with the sum of the quarterly accounts. The annual statement is signed by the Magistrate as a guarantee of its correctness, but it is in fact prepared by the zilla school head-master. I have no misgivings concerning the honesty of the head-masters, but I have detected errors on the face of these accounts, which show that, in trusting thus absolutely to their skill in book-keeping, we run the risk of serious errors creeping in. What with special grants and other complications the keeping the zilla school account is

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by no means a matter of simplicity even for a fairly-qualified accountant. Government directed, indeed, that the zilla school accounts should be verified by comparing each receipt and payment for the year at the treasury, but it has never been explained who is to carry out this comparison. It has not yet, as I believe, in one single instance, been carried out, and I do not think, from what little I understand of the treasury work, that it is likely ever to be carried out.

Now on this statement I think it must be clear that the Inspector has absolutely no means of checking the zilla school charges whatever. If the zilla school head-master credits his school with Rs. 150 paid into the treasury in June, the Inspector has to accept it; if he writes instead Rs. 250, the Inspector equally has to accept. As regards money drawn the case is worse; the head-master says he drew Rs. 200; and he may have drawn any number of other bills, the Inspector will never hear of them. Contingency or postage stamp bills are easily forgotten. Then the Inspector gets only an abstract account or list of the bills: he cannot possibly verify how much should be charged to the general school account, and how much against surveying or any other special fund. Neither can he verify any particular item. Government must distinctly understand that at present there is no check whatever on the zilla head-masters. At a large school how can I form any guess whether the statement of fees paid in is correct or not; and when I see that the establishment bills for May came in all to Rs. 246-8-0, how can I possibly guess within Rs. 50 either way whether the statement is correct or not? Still more, if fraud is to be guarded against, how can I possibly tell how much the head-master may afterwards draw by a supplementary bill? As matters now stand, it seems to me quite possible that if a zilla school had a balance of Rs. 500 on 25th March, the zilla school head-master might draw it out, divide it between himself and brother masters, suppress all mention of this bill, and get the same Rs. 500 regranted for the next year, without either the Magistrate or myself ever getting the slightest inkling of the transaction.

30. The procedure in the case of Government schools other than zilla schools is to be the same as the procedure for zilla schools.

And I need scarcely add, the state of the accounts of all these other Government schools is the same as that of the zilla school accounts, or I should say much worse, as our Rs. 15 a month head-pandits have in general very misty notions about accounts.

31. Under the new rules, there are to be certain lists of bills and abstracts of accounts of the new primary schools sent quarterly to the Inspector. None have yet been received, but I fear it is no great matter how late they come, or whether they come at all. I may have them copied into a ledger, but I have no means of checking or verifying them.

32. By the new rules for District Committees, sanctioned on 1st February 1873, paragraph 30, it is laid down that "the Deputy Inspectors will countersign the aided school bills for payment," but it has been provided that there is to be a *thorough post audit by the Inspector*.

As to the thorough post audit, perhaps the best idea of its value may be gained from the fact that I have not got in a score of bills in all to post audit yet. Moreover, the slight experience we have had of the plan leads us to doubt whether on the whole it will lessen the work at the Inspector's Office. I have no hope that I can make the post audit of any great value.

33. I believe we are wholly on a wrong tack in this account work, and I say so without scruple, as I myself am responsible for approving the new account-keeping, and for assisting to overrule Mr. Woodrow, who decidedly thought it would lead us into trouble. Mr. Woodrow's opinion on all matters of account-keeping is worth more than that of anybody else in Bengal, and I sincerely wish the details of the account-keeping had been left entirely to him.

34. I believe it has already become imperative to retrace our steps. I think that for every bill without exception there should be a countersigning officer as well as a drawer: that the countersigning officer should keep a ledger account of every school: credit the school only with such sums as he receives duplicate treasury chalams for: and debit it with the sums he countersigns for. The countersigning officer can then be made responsible at any time to furnish an account of the school and certify its balance. All officers, Inspectors themselves, should be unable to cash their bills without countersignature. The Education Department should be required to keep a complete system of accounts of their own, independent of the Accountant-General, and might then be expected to submit a satisfactory budget.

The number of countersigning officers should be few, and would naturally be the Inspectors. The objection to falling back on this old plan will be that the Inspectors would be much confined to head-quarters. But in future, the utmost the Inspectors will be able to do in the way of travelling will be to visit generally each district officer and each Commissioner once a year, and I doubt whether, because of the bill-work proposed to be put again on him, the Inspector will be more at head-quarters than he otherwise would. The bill-work proposed is a heavy addition to the office work now exacted from Inspectors, but it is by no means work to be entrusted to inferior agents, and as things are going on I do not see any more useful work that the Inspectors can be set to do.

Reports of Inspectors of Schools

At present I feel that the accounts have slipped out of hand altogether, and I seem to be unable to get my feet on the ground at all

35 The present report is, from various causes, submitted very late, and I have thought it better to take up two or three of the most important questions and treat them incisively, than to maunder over the infinite fields for criticism offered by the copious district reports. I await your further orders in case you desire my observations on any other points, which I will, in such case, submit as speedily as possible in a supplementary report

The only tables appended are those decided on as essential in January last. The numerous tables submitted in former years are, I believe, no longer required, but if they are, the materials for compiling many of them do not now exist in my office

36 In the different district reports the names of persons are brought forward to whom the cause of education has been greatly indebted during the year. The liberality of Maharani Surnamay extends over all Bengal. Adjoined is a table showing the amounts given by her to various schools in this division, which reached this office in the year under report —

DISTRICT	Names of Schools	NOTES	
		Amount	Total
		Rs. A. P.	Rs. A. P.
DACCA	Dul Bazar girls	20 0 0	
	Pukarchu	20 0 0	
	Saterpur	10 0 0	
	Dhuptara	20 0 0	
	Sarolia	20 0 0	
BICKRAMPUR	Madhivapara	20 0 0	100 0 0
	Kavanc	20 0 0	
	Shahaghat Circle	0 0 0	
	Nynaul	20 0 0	
	Kukutia	20 0 0	
	Bahga	20 0 0	
	Kanakpur	20 0 0	
	Kachalia Circle	20 0 0	
	Kachalia Mitti	20 0 0	
	Balorig	20 0 0	
MANIKGANJ	Simulia	20 0 0	
	Benjara	20 0 0	
	Ishraganj	20 0 0	240 0 0
	Byra	20 0 0	
MYMENSINGH EAST	Jaymanjub	20 0 0	
	Manikganj	10 0 0	
	Singaraudi	20 0 0	100 0 0
	Nadina	20 0 0	
MYMENSINGH WEST	Angarhi	20 0 0	
	Netrakona	30 0 0	
	Attia	20 0 0	
	Satishpur	20 0 0	
FARIDPUR	Kumil	20 0 0	
	Basalia	10 0 0	
	Habuyah	20 0 0	140 0 0
	Faridpur Zilla	50 0 0	
	Rukkeri	20 0 0	
	Bussidustia	20 0 0	
BALISAI	Udaypur	20 0 0	
	Pachagar	20 0 0	
	Harawal	20 0 0	
	Uzirpur	20 0 0	170 0 0
	Kachabaha	20 0 0	
	Belarkhan	20 0 0	
	Kotalipara	20 0 0	
			80 0 0
			820 0 0

Statistical Return of all the Schools in the Dacca Division for the year ending the 31st March 1873.

CLASS OF SCHOOLS	NUMBER OF PUPILS IN THE SCHOOLS			PEPILS LEARNING							RECEIPTS FROM					COST OF EDUCATING EACH PUPIL.																			
	Number of schools	On 31st March	Monthly average	Sum of the ages of all the pupils on the rolls on the 31st March	English	Bengali	Sanskrit	Hindi	Urdu	Persian	Arabic	For rent of school buildings for the year	Government	Fees and other sources	Total	Expenditure	Cost to Government	Total cost	Number of girls attending schools as boys in schools																
A—Government schools	Higher	6	1,619	1,600	1,604	1,474	91	13	8	42		18,475	14,717	14,100	23,441	6,917	3,911	4,070	13	58	51	3	2	9	12	27	5								
	Middle Vernacular	4	708	622								2,760	2,127	2,100	1,084		4,415	4,10	3,801	9	1	3	14	6	4	2									
	Lower Vernacular	13	324	288								5,612	2,744	12	101	2	7	2	0	2,923	0	0	9	5	9	12	1								
	Normal	2	1,8	177								11,974	11,061	8	0	5	0	11,903	13	0	1,001	8	0	66	15	6	13								
B—Grant-in-aid schools	Higher	1	907	405	4,3	4,38	106					270	2,340	1	3,070	10	1,122	1	6	4,441	18	11	8	611	1	9	5	0	19	5					
	Middle English	74	471	435	2,316	4	4					1,426	1,430	9	3	11,94	8	5	2,742	6	1	63	162	5	1	67	3	9	4	8	12	7			
	Middle Vernacular	44	428	372	171	428	59			21		1,041	127	2	5	1,223	3	7	11	41	1	1	30	223	7	1	20	73	11	5	3	6	7	15	
	Lower Vernacular	7	202		9	245						1,104	1,190	0	6	46	1	0	776	1	0	2	074	7	6	2	199	9	6	5	0	9	4		
	Girls	12	241	175		211						1,711	960	4	5	3	6	0	0	6	5	1	1,921	15	4	2	130	8	3	5	9	11	14		
C—Middle Vernacular	Middle Vernacular	112	477	425	21	427						9,612	11	1	4,483	15	8	1,524	2	7	15	720	13	4	10	50	13	4	2	4	3	15	14		
	Lower Vernacular	4	174	149	1	74						15,610	2,234	4	9	1,456	2	9	203	13	0	3	983	4	6	3	902	14	0	1	1	1	2	12	2
	Girls	4	71	70		70						1,000	0	0			0	4	1	1,000	4	1	1	0	0	2	1	1	2	1	2	1	2	1	
D—Old pathshalas		35	1,1	1		1,130						1,002	1,248	10	3	1,044	3	3	9	3	4	3	215	6	1	3	7	9	10	1	3	3	2		
E—New pathshalas						2	603					1,100	374	10	3	5	9	1	10	0	0	0	374	11	1	37	14	8	1	3	0	6	36		
F—Unaided schools												2,000	177	3	1	300	14	3	770	1	7	2	412	3	1	2	42	3	6						
G—Unaided schools		11	11	4								1	1,000	4	0	144	1	1	3	1	7	5	1	2	7	5	1	2	7	5	1	2	7	5	
Total																																			

The returns made to this column were valued as follows: Some of them showed the average age of the pupils in years.

Reports of Inspectors of Schools.

B.

Return of Race of Pupils in all the Schools in the Dacca Division on the rolls on 31st March 1873.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	GRAND TOTAL
	Bengalis	Biharis	Uttaras	Assams	Euracians	Eurasians	Armenians	Nepalis	Khasias	Garos	Manipuris	Hajuns	Cachars	Tipperahs	Hindu-tam	Upasautras	Outemen	Bandeikhanis	Rajbanshees	Mandal	Greeks	Hadis	Dobis	Bams	Kochs	Mech	
HINDUS																											
Brahmins	6723	5	1								7				3	1											
Khetris or Kshetris	113	1							1		239		1		1		1										
Vaidyas	2004																										
Kayasthas	1257																										
Nahastiks	611	3	1								4								1								
Kaibartias	816																										
Sonarbanias	44																										
Other castes above the lowest	3901				5						8									9							
Domes Chundals Haris	1566																										
Total of Hindus	1455	12	2	7				1			238		49		7	1	1	1	9								
MUHAMMADANS—																											
Shias	281																										
Sunnis	10937										35																
Total of Muhammadans	11278										35																
CHRISTIANS																											
Protestants	35				1		7																				
Roman Catholics	100						5	1																			
Total of Christians	135				1		12	1																			
OTHERS	46								8	15	1	74	2							1	1	1	1	1	2	1	
GRAND TOTAL	16018	12	2	7	1		12	1	1	8	15	291	71	49	2	7	1	1	9	1	0	4	1	1	2	1	46536

C.

Return of Race of Teachers in all the Schools in the Dacca Division on 31st March 1873

	1	2	3	4	GRAND TOTAL
	Bengalis	Biharis	Eurasians	Manipuris	
HINDUS—					
Brahmins	567			1	
Khetris or Kshetris	1	2		1	
Vaidyas	113				
Kayasthas	7				
Nahastiks					
Kaibartias	1				
Sonarbanias	10				
Other castes above the lowest					
Domes Chundals Haris					
Total of Hindus	701			2	
MUHAMMADANS—					
Shias	150				
Sunnis	183				
Total of Muhammadans					
CHRISTIANS—			1		
Protestants	9		1		
Roman Catholics					
Total of Christians					
OTHERS					
GRAND TOTAL	1,838	2	1	2	1,843

U.

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in the Dakota Division, for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians

[illegible]

Dacca Division

E.

Return showing the Class of Instruction in all the Schools in the Dacca Division in the month of March 1873

	Number of pupils in the school on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		(Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage)	(Comprising all pupils who are not enumerated in the other columns numbered 1 & 2. Well prepared pupils are usually four years in this stage)	(Comprising pupils who have not attained the standard of the 3rd class of a school teaching the vernacular schoolship courses. Pupils are usually four years in this stage)	(Can read, write, and understand easy sentences in their mother tongue)
		1	2	3	4
Boys	48,206	8,24	6,855	13,368	7,17
Girls	409		4	107	38
Total	48,615	8,24	6,859	13,475	7,208

Return of all Schools in the Dacca Division on 31st March 1873, arranged as in Table I in the last year's Education Report

CLASS OF SCHOOLS		No. of schools	Tees and fines		Government grant		Total subscriptions		Total cost		No. of scholars on 31st March	Average attended by
			Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.		
Higher class	Government	6	21,841	6 7	15,270	12 0	1,027	8 1	38,811	3 2	1,611	1,490
	Aided	6	079	10 0	2,340	1 8	3,020	1 0	8,911	2 2	497	468
	Unaided	4	11,487	3 1			7,835	13 4	18,866	9 4	1,415	1,196
Middle class	Government	8	1,913	6 0	2,427	2 10			4,340	13 10	708	622
	Aided	268	22,07	11 5	41,098	10 9	34,537	9 9	97,876	12 6	13,177	11,882
	Unaided	45	2,624	5 0			5,947	9 9	8,285	5 0	1,910	1,710
Lower class	Government	13	151	2 0	2,084	12 0	7	20 0	3,063	5 0	34	298
	Aided	49	2,458	2 9	3,220	5 3	991	1 0	7,193	8 5	1,806	1,667
	Pathshalas	758	4,799	9 0	4,810	11 11	2,163	8 10	11,680	3 3	21,723	18,611
	Unaided	984	1,975	12 0			2,274	3 0	4,249	13 0	8,291	3,311
Normal	Government	2	398	5 0	11,561	8 0			11,959	13 0	168	185
	Aided	18	20	6 0	1,293	11 2	906	13 0	2,413	7 2	311	12
	Unaided	4					206	0 0	266	0 0	71	60
Total		1,565	75,801	0 0	87,637	11 7	57,808	6 3	1,15,113	0 7	52,180	41,728

Reports of Inspectors of Schools

REMARKS BY MR. A. ABERCROMBIE, COMMISSIONER OF DACCA.

ONE of the most important questions, which has sprung from the introduction of a change in the constitution of the governing bodies of mofussil schools, is that of the appointment to vacant offices. Mr. Clarke has dwelt at some length on this subject, and stated the situation so clearly that it is unnecessary for me to go over the ground again. Theoretically it seems right that the District Committee should have the power of choosing their masters, but just as they have not been entrusted with the selection of men for the higher grades uncontrolled or unaided by the Inspector, so also, I think, the Inspector should have the power of giving promotion to the best masters of aided schools, though it might be they are not in the district where a vacancy occurs, so that the Committee would not probably choose one of them. I do not think it likely that the Inspector would find any difficulty in getting Committees to accept his nominations for the higher grades; but I do think that the Committees would hold out for their right to choose their own men for the lower grades, and would insist on choosing men of their own district. I would rather see the patronage left entirely with the Inspector, because, in addition to his having a wider field to choose from, we should also know who is responsible for the selection of right men.

3. The committees lately appointed have shown much interest in the work now being done, and they have been of great assistance to the Magistrate. Whether this will continue, some persons doubt; and in some places I dare say the new-born zeal of some of the committee-men may flag; but, even so, much good work has been done this year, and there is no fear but that it will go on so long as the treasury keeps full, and the limit to its expansion is to be fixed only by the power of the treasury to bear the cost of extended expenditure.

4. The control of the bill department of the establishment is a very serious question also. I do not say that we have any very special reason to fear peculation, but I fear that there is great risk of inextricable confusion arising from errors in the accounts if there is no check but a post audit.

5. The success which has attended the scheme for extending primary education has been very marked, as the figures taken from the returns fully prove:—

Districts	Number of new pathshalas.	Number of
Dacca	164	5,635
Faridpur	113	3,867
Barisal	236	5,058
Mymensingh	79	2,293
Sylhet	116	3,117
Cachar	19*	637

But it should be noted here that the majority of these pathshalas had been in existence under the exclusive patronage of private individuals, who allowed them to be brought under the operation of the recent pathsala rules.

6. All the officers in this division have worked for the success of this reform with a most praiseworthy zeal, and the result has been proportionate. If more money be forthcoming, the number of schools can be increased yet more and more, and there are not a few now going which have been started in the hope of getting a grant, some of which we may perhaps see able to exist without aid now that they are once started.

7. I do not know, however, that we have as yet got down to the sons of toil with our new schools. Different people estimate the proportion of boys in these new schools, who but for their establishment would have received no education, at from $\frac{1}{2}$ to $\frac{1}{3}$ of the total number attending them. A very considerable number of the boys have received some instruction before they come, and the caste returns seem to show that there is but little progress yet made with the fishermen and other lower classes of the laboring population. Nor does it seem that this is at all to be wondered at in a country where education has generally made so little advance as yet, and where by tradition it is restricted to particular classes to the absolute exclusion of others. We cannot overcome the prejudices of ages in a day, or root up the customs of the masses of a nation by a stroke of the pen. Hitherto it has been considered unbecoming for a man who had received any education to guide his own plough, or paddle his own canoe, and it must necessarily take some time before a more enlightened view of the uses of education can prevail generally among the masses. Another thing which tells heavily against our chance of catching the sons of the lowest orders is the necessity they are or believe themselves to be under, of getting as much work as possible out of the children as well as of teaching them as early as possible their own trade or way of making their living.

8. Some of the gentlemen on Committee have started proposals for having at least one handicraft taught at every pathsala; but the general opinion appears to be that we cannot manage that yet, and I mention it only as showing that Committeemen do some of them think about the subject of the best way of imparting useful instruction to the masses.

* Up to 9th July 1873, 59 pathshalas are reported to have been established.

Dacca Division.

9. The Magistrate of Mymensingh states, on the subject of pathshalas, as follows :

"The new system thus far promises exceedingly well, and I am in hopes of getting substantial aid from the district zemindars. The pathshalas attract a larger proportion of Muhammadans than any other class of schools, and the practically useful education which they give is appreciated by the mass of the people."

10. Most of the native members of District Committees are of opinion that mass education is being followed by a serious evil, viz.—decline of various mechanical professions. A son of a potter, carpenter, blacksmith, when able to read and write will forsake his father's profession, instead of trying to improve it by continuing in it. Many are stated to refuse to let their children attend pathshalas lest they become dissatisfied with their own condition, and go to swell the ranks of the unemployed educated, which are already greatly overstocked. Many parents are said also to fear that education will make their children disobedient and unsuited to the trade they follow. The members strongly urge the necessity of establishing Art schools, where they would make the pathshala scholarships tenable.

11. Of the primary scholarships allotted to this Division, two Muhammadan lads in Dacca obtained two; in Sylhet one Khasia and two Muhammadan boys obtained three; in Barisal none were obtained by Muhammadans and the other district reports do not shew how the scholarships were disposed of.

12. NORMAL SCHOOLS.—There are two normal schools in this division,—one at Dacca, another at Mymensingh for training teachers of vernacular schools.

13. In the Dacca normal school the number of pupils fell off from 150 to 123. This is attributable to the rumour that the school was going to be abolished, and to the abolition of Sanskrit as a branch of study. Of the operations of the artisan class a separate report has been submitted to Government, vide correspondence noted on the margin.

Commissioner's No. 2, dated 2nd April 1873
Government No. 168, dated 5th May 1873

14. The number of pupils in the Mymensingh normal school is smaller than the last year. This is owing partly to the appropriation of some of the scholarships to the Guru class attached to the school, and partly to the rumour of its abolition. The Magistrate of Mymensingh remarks that "the normal school is more noticeable for the expense it is to Government than for any benefit that has resulted from its existence. The young men whom it turns out appear to me to be for the most part shallow, conceited, and intractable."

15. I think that this school may well be closed, and I believe that the inspector fully agrees with me.

Education of Muhammadans.

16. Some small measure of success has attended the efforts made to induce Muhammadans to avail themselves more freely of the means of educating their children, but it is only a very small measure as yet.

17. We cannot give sizarships or special prizes to be held by Muhammadan boys only, but I see no reason why we should not give scholarships and exhibitions to be awarded for progress and proficiency in Arabic and Persian. In Eastern Bengal these languages are used exclusively by the Muhammadans, and practically it would be the same thing as setting apart scholarship for that class, but the competition would be open, and if a Hindu can win let him do so.

18. The proportion of upper and middle class society to the mass of Muhammadans is very small in Eastern Bengal. There are a few wealthy zemindars, but not many, and between them and the mass, there are very few men in what is understood by comfortable circumstances. This was clearly seen by the income-tax returns, and on this account they really stand in need of help and encouragement in this part of the country.

19. In open competition with the Hindus the Muhammadans can rarely hope for a scholarship at school, because it is a matter of religious duty with them, and one which is very strictly observed, that the first thing which a child shall be taught is some portion of the *Koran*, so that while the Hindu boy is hard at work with his English Grammar, or Mathematics, or something else which will tend to improve his prospects in this life, the Muhammadan is kept close to the study of things which are believed to effect his welfare in eternity.

20. With very rare exceptions a Muhammadan boy in a Government school is by some years the oldest boy in his class, and his place is usually near the bottom, so that it must necessarily be rather discouraging to him. For the disadvantage at which they are placed by the necessities of the religious part of their education I hardly know what remedy to suggest. On no account will they forego any part of that at present, but perhaps, if small scholarships were given for Arabic, they might come to the schools at an earlier age, and commence some general study before fully completing the religious part of their training. The experiment might at least be made.

Reports of Inspectors of Schools.

21 In the town of Dacca there were said to be upwards of 50 maktab, where some 580 boys learn to read the *Koran*, and the following is an extract from a report submitted by the head master of the normal school here on the subject :—

“The boys belonging to the higher, lower, and the small middle class, are those that belong properly to the city. But there is another class of young men, large in number, and very important in connection with Muhammadan education, but not properly belonging to the city. These are Talb-ul-Ilms, or seekers of knowledge, who flock to the city from the villages not only of this district, but also of the neighbouring districts of Faridpur, Barisal, Mymensingh, Tipperah, Sylhet, and Chittagong, but chiefly the three last named. They are generally 17 or 18 years of age and upwards.”

“They generally belong to the poor but respectable families in the mofussil, who cannot afford to pay for a Munshi to give their children an education befitting their lineage and rank, and to well-to-do *bupani* (merchant) or *Grihasta* (cultivator) families. It is a strong point of ambition with the last named families, when they have acquired a position of security among their own class, to mix with the literate or gentleman classes by intermarriage, or in social intercourse. The surest way of doing this is to give some member of their families a liberal, *i. e.* a Persian, or if possible, Arabic education. So when the other boys of such families attend their elders in a sort of apprenticeship in the occupation of their forefathers, one or two are taught the rudiments of Persian by village Munshis. Very soon these pupils reach the limit to which the Munshi can take them; and then at the age mentioned above, either from an acquired love of literary cultivation, or from a most praiseworthy sense of the importance or responsibility of their position, as persons on whom the reputation or honor of their families depends, their zeal for the acquirement of knowledge gradually becomes strong, till it impells them, whether their parents like it or not, to come for the satisfaction of that thirst to Dacca, which they still clothe in their imagination in all the glorious colors with which it was adorned in its past days of glory as the capital of Eastern Bengal, the city of Muhammadan domination, and the seat of Muhammadan learning. Sometimes also, boys belonging to poorer families of *bupanis* or *grihastas*, after picking up the rudiments in the village, are seized with a strong desire to become Munshis or Maulvis, and in many cases, against the desire of their parents, come to Dacca.

“These Talb-ul-Ilms come to Dacca generally in a most destitute condition, and they have to depend here entirely on the charity of the rich among their co-religionists. High class Muhammadans, on their part, accept it as a duty of their position to give free board and lodging to Talb-ul-Ilms, either in their private residences, in Musjids, or Langar Khanas. Wherever they may lodge, they attend the maktab, or go to the houses of renowned Munshis and learn Persian and Arabic, going through the same course as the boys of high class Muhammadans. Sometimes they acquire an extensive acquaintance with Persian and Arabic literature. In fact the most renowned Munshis are generally men of this class. Some even become *Maulanas*, *i. e.*, men acquainted in Arabic science and philosophy, as distinguished from *Maulvis*, who know the Arabic language, and *Munshis*, who are learned only in Persian.

“The zeal and earnestness with which Talb-ul-Ilms set about the acquirement of knowledge, of course in their own old-fashioned way, is something wonderful. It may be said with truth that they scarcely do anything else than read or discuss passages among themselves. They may frequently be seen in the streets of Dacca dressed in ragged clothes, with the characteristic rustic look on them, going in parties of two three or four to the maktab or the houses of renowned Maulvis, or coming back, reciting verses or discussing them all the way, without much minding what goes on about them.”

“Notwithstanding the liberal expenditure of money for their sake by rich Muhammadan families, they live in great destitution and discomfort, partly because large numbers of them have to live together in places set apart for them, partly because owing to their large numbers, the allowances given to them by the charitable enable them to have nothing but the barest necessities of life, and partly also in consequence of their own not very cleanly or regular habits.”

“Some of them draw some allowance from their parents or relatives at home, but they invariably invest what spare money they may chance to have in hand in the purchase of books.

“The zeal for knowledge, which, notwithstanding these discomforts, their utter friendliness in the city, and the entire absence of any discipline compelling attendance in maktab or attention to studies, makes them such earnest students must be very strong indeed. In my twelve or thirteen years' service in some of the schools in this city, I have constantly witnessed with wonder and admiration, the almost heroic efforts made by boys of poor but respectable Hindu families to acquire a knowledge of English or a good Vernacular education under circumstances of the most adverse and depressing character; but I little knew, and I believe the fact is not known to many, that among Muhammadans also there was a similar class of pupils whose exertions, if anything, were more praiseworthy than those of

Dacca Division.

the Hindu lads, inasmuch as in their case the strong incentive of a prospect of acquiring a livelihood by means of the knowledge acquired is entirely wanting, for while Hindu boys acquire a knowledge that serves as a passport to Government service, or success in literate professions, the obsolete learning acquired by Muhammadan lads only makes them Munshis or Maulvis, who no doubt are respected among their co-religionists, but for whom the only line open is that of low paid teacherships, or who in the absence of that, have to depend upon the charity of the pious or the benevolent among men of their own persuasion."

22. A Maulvi is attached to every zilla school, except the one at Cachar, for teaching Urdu and Arabic.

23. The Magistrate of Mymensingh states that "the almost entire absence of Muhammadans from our schools has been one of the most painful features in the educational statistics of the district. Some well meaning but injudicious efforts have been made to attract Muhammadan boys to the zilla school by the entertainment of a Maulvi to teach Persian and Arabic, and by the grant of stipends to poor boys who would otherwise be unable to pay the fees. These attempts have been a total failure. The time spent in attending the Maulvi's instructions is simply wasted, and the stipend system has only resulted in making some boys attend the English school who would have been much more suitably placed at a lower or middle class vernacular school. But now that an attempt has been made in earnest to diffuse primary education among the masses, it is found that Muhammadans are by no means backward in availing themselves of the opportunity afforded to them."

24. The marginal memorandum shows that there only 20 girls' schools educating 364

Female Education.		
District	Number of schools	Number of girls
Dacca	11	257
Faridpur	1	22
Barisal	8	8
Mymensingh	0	0
Sylhet	0	0
Cachar	0	0
Total	20	364

The Deputy Commissioner of Cachar has since reported (in his letter of 9th July,) that four girls' schools have been established, in two of which Mampuri girls', and in two others Muhammadan girls' are taught.

zeminars' wives and daughters in Mymensingh can read and write, and the acquaintance of some of them with Bengali literature is of superior order. Sylhet and Cachar are much more backward both in male and female education

25. It is a noteworthy fact that in respectable Muhammadan families female education prevails to a much greater extent than is the case among the corresponding class of Hindus. Muhammadan girls under eight or ten years are taught portions of their sacred book *Koran* along with the boys, as also the rudiments of the Persian language, which they learn more thoroughly afterwards with their husbands. Every Muhammadan girl belonging to a family of some social standing ought to be able to read the *Koran*.

26. There is an adult school in the town of Dacca at which there were seven pupils at the close of the year of report. All of them are wives or sisters or nieces of progressive Brahmas ex-communicated from Hindu society. A grant of Rs 50 a month has been allowed to this institution under Government Order No. 1790, dated 16th May 1873.

27. There is also an association of several educated young men in Dacca for the furtherance of education amongst adults and girls of the higher and middle classes of Hindus, who receive instruction at home from members of their own families, and are subjected to periodical examinations by means of written papers.

28. The Magistrate of Faridpur remarks that "mixed schools for boys and girls thrive admirably. The children are too young to suffer in any way, and their learning together brings about an excellent spirit of rivalry and emulation, especially on the part of girls."

29. The returns and reports received from the District Officers and the Inspector of Schools do not show precisely how the work of inspection was done. There is nothing to show what schools were visited and how many times, and what remained altogether unvisited during the year. A proprietor of a school in the district of Barisal represented to me that his school was not visited for one year by any inspecting officer. Before the change in the administration of the department which did not take effect before November or December last, the District Magistrate did not feel much responsibility in educational matters and therefore made little or no inspection of schools. From November they were so busy in

Reports of Inspectors of Schools.

establishing pathshalas that the inspection of other existing schools was neglected. The Inspector, however, inspected all the principal schools of the division, and when on circuit I have also visited the station schools.

30. Down to the close of the year it could not be said that much progress had

Surveying classes.

been made in the schools generally in surveying, though I saw some neat figures which the boys at Barisal had drawn from copies. It will, I apprehend, be necessary to make time for surveying and more geometry in the school hours, and some one master belonging to each school must be required to attend to the subject, else the itinerant teacher of professional surveying will get but little credit out of his pupils. The present arrangement by which one teacher itinerates between Mymensingh, Sylhet, and Cachar, and never report to the Inspector or me where he is or when he will be anywhere else, is specially inconvenient and could not be expected to work well, but the second master of Cachar school having been promoted to be District Inspector an arrangement has been made by which it is hoped a competent teacher of the theory and practice of surveying will be secured for that school, and the peripatetic gentleman will be able to divide his time between Mymensingh and Sylhet.

Reduction of fees in lowest classes of zilla schools.

31. With reference to the Government Resolution, dated 28th December 1872, a part of the surplus of the Barisal, Mymensingh, and Sylhet zilla schools, has been devoted to reduction of fees in the lowest classes.

Educational status of the division.

32. From the educational statistics this division appears to rank third in the presidency of Bengal in education, the Presidency and Burdwan divisions occupy the first and second places.

33. The district of Dacca maintains its superiority over the other districts; then comes Barisal, Mymensingh, and Faridpur, which stand third and fourth respectively. Sylhet and Cachar hold as before the last places.

34. There are seven* Hindu youths of Dacca and one of Mymensingh who are now prosecuting their studies in England; with the exception of one, all belong to respectable families in this country

The change in the administration of the Education Department took effect only a few months before the close of the year under report, and it has not worked for sufficient time to produce a visible effect on the people at large. Some of them do not yet seem to know that they have to apply to their district Magistrate for grants-in-aid of their schools; a few days ago an application was sent to me by post asking for a grant for a school.

* 1. Krishnagovind Gupta.
2. Prasanna Chandra Ray.
3. Srinath Datta
4. Aghor Nath Chaturji.

5. Nanda Nath Ray.
6. Gya Sankar Sen.
7. Lal Mohan Ghosh
8. Ananda Mohan Basu.

DISTRICT REPORTS—EASTERN CIRCLE.

DACCA.

The area of the district of Dacca is 2,897 square miles; the population is 1,852,993. The sub-division Munshiganj is very prolific in the Hindi writer class, and has always been the best school bearing sub-division in East Bengal. The sub-division Manikganj, rather more sandy in soil and higher out of the water, has about two-thirds of its population Muhammadan; it has hitherto been rather below the average of the central districts in school production.

The sub-division Dacca contains some good school ground near the lines of the rivers, but the great breadth of its northern part is occupied by the lower end of the great Madhapur jungle, where the surface of the country is largely occupied by low tilas with a hard red clay soil that produce no very valuable crops. This country has comparatively a sparse population of a very low social class, and the schools have hitherto been few. Dacca town has always been an educational centre with many large high class schools to which boys flock from other districts.

The total return of schools in the district was—

	Schools	Pupils on 31st March	Government expenditure	Gross expenditure.	Cost per pupil as to Government	Cost per head altogether
			Rs.	Rs.	Rs.	Rs.
For year ended 31st March 1872	214	1,593	42,300	88,928	55	75
For year ended 31st March 1873	451	17,455	39,109	91,295	22	52

These lump figures must not be strained too far; they mean that the reductions of cost of the collegiate school have nearly met all the Primary school grant drawn up to the close of the financial year, so that the great increase in schools (chiefly of the lower class) and scholars was effected at little extra gross expense to Government. The boys at schools under return are now about 9 per 1,000 of the population.

2. The zilla school of the district is the collegiate school, which has maintained its high character and contains as many boys as the building can well hold. The only other Government school in the district is the Dacca Normal school, including therein the attached practising school. The numbers have fallen off from 150 to 123, the entry at the commencement of the session for 1873 having been 39 as against 50 for 1872 session. This is attributed chiefly to the uncertainty which hangs over the future constitution of the school, and the Magistrate trusts that its fate may be early decided. The school is also stated to have lost popularity by the abolition of Sanskrit. The question of teaching English in this school is once more raised.

3. The grant-in-aid schools were the same in number as during the preceding year, no new grants having been given during the year. The number of pupils has slightly increased, and the middle class schools, both English and vernacular, have as a whole improved during the year. Of the five higher class aided schools, not one is in altogether a satisfactory condition, and probably several of them may be reduced to middle class English schools before long—a reduction which need be a cause of regret to no one except the proprietor.

4. The circle schools are 78, containing 3,410 pupils: Dacca zilla, or more especially sub-division Munshiganj, being the finest circle school soil in Bengal. These schools may be described as middle class schools with attached pathshalas. In many cases in a circle of three pathshalas there is only one first class, reading for vernacular scholarship. But the Dacca circle schools passed 90 candidates successfully through the last scholarship examination. The Deputy Inspector states shortly—"I have always received the greatest satisfaction from these schools."

5. The Government allowance for new primary schools is at the rate of Rs. 700 a month; and before 30th March 1873, 163 pathshalas, costing Rs. 710 monthly to Government, had been aided. Of the 113 unaided schools in the return, the great majority are pathshalas which have been brought into existence by the new primary grants. Of the 163 gurus of the new pathshalas, 149 are Hindus and 14 Muhammadans, though every effort was made to employ Muhammadans where possible.

It is estimated, in the Dacca District Committee Report, that from one-third to half of the boys now reading in all these pathshalas would have been receiving no school education at all now but for the new primary grant.

As regards the social class of these primary school boys, few appear to be fishermen or bare rayats; they seem to belong to the lowest social class but one. Out of 14,000 Hindus

Reports of Inspectors of Schools

at school in Dacca district, 12,000 are boys of good caste ; and admitting that the 3,500 Muhammadaus are generally low in the social scale, it appears probable that the boys attending the new pathsalas do not differ much in class from those who attended pathsalas formerly.

6. Several of the topics treated of in the Dacca district report are general, and I place my remarks on such in the divisional report. As regards the idea of the District Committee that the success or non-success of the Bangla Bazar school depends upon its being "carefully looked after" either by the Inspector or by the Committee, I cannot in any way concur with them. The Secretary of the Bangla Bazar school has for many years been the Principal of the Dacca College, and there are other ways of sufficiently accounting for the position of the Bangla Bazar school than by supposing that he has not carefully looked after it.

7. The adult female school which has lately received special Government aid at Dacca, is open to the inspection of all Government officers, and is in fact the only girls' school (other than an infant school) in the division.

Eastern Circle—Dacca.

A.

Statistical Return of all the Schools in the Dacca District for the year ending 31st March 1873.

CLASS OF SCHOOLS	Number of schools.	NUMBER OF PUPILS ON THE ROLLS		Average age of pupils on 31st March	PUPILS LEARNING					RECEIPTS				COST OF EDUCATING EACH PUPIL				Number of girls attending in schools classed as boys' schools		
		On 31st March	Monthly average		English	Bengali	Sanskrit.	Hindi	Urdu	Persian	Arabic	For the year				Expenditure	Total cost to Government.			
												Rs	A	P	From Government and fees		From other sources		Total	Rs
A—Government schools	Higher	1	319	10	319	0	156	13	0	0	4	7,375	6,815	2 10	5,600	3	12,275	5 1	40 14	
	Middle Vernacular	1	421	11	11 05	121	0	0	0	0	0	600	558	11	3	405	4	9	5 7	
	Normal	1	123	13	13 14	123	0	0	0	0	0	9,720	9,465	11	0	398	5	9,463	11 0	71 0
B—Grant in aid schools	Higher	5	849	12	849	570	130	0	0	0	0	2,220	2,040	1	2,820	4	1,794	6	5 1	1 15
	Middle Vernacular	20	1,122	10	1,122	1,046	7	0	0	0	0	5,621	5,124	12	5	2,625	15	3 2	3	11 10
	Middle Vernacular	58	1,366	11	1,366	1,239	20	0	0	0	0	5,763	5,310	14	6	2,520	9	5 1	2 9	5 9
	Lower	2	71	13	71	0	0	0	0	0	0	288	150	0	6	12	2	212	3	2 25
	Girls	3	104	12	104	0	0	0	0	0	0	615	353	4	5	251	2	610	6	9 12
C—Circle schools	Middle Vernacular	20	2,552	10	2,552	2,382	12	0	0	0	0	5,578	5,378	7	2	2,552	9	11	8	3 15
	Lower	15	779	12	779	0	0	0	0	0	0	7,205	6,901	11	0	873	4	140	4	2 10
	Girls	4	70	12	70	0	0	0	0	0	0	158	158	0	0	0	0	0	0	2 1
D—Old pathshalas		3	365	12	365	363	0	0	0	0	0	480	595	8	4	387	15	141	7	2 14
	New pathshalas	164	5,215	11	5,215	5,635	0	0	0	0	0	2,980	1,257	9	9	783	13	14	3	0 6
	Abolished schools	26	0	0	0	0	0	0	0	0	0	2,220	1,668	15	3	155	5	352	4	0 3
	Unaided schools	113	4,889	10	4,889	3,570	540	2	76	94	97	12,479	12,479	7	6	771	13	7 15	5	4 10
Total		477	15,016	16	15,016	16,616	1,134	15	76	103	101	44,175	39,100	15	11	31,771	5	1,203	4	5 9

Reports of Inspectors of Schools

B.

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Dacca on the rolls on 31st March 1873

	Bengals	Behars	Assams.	Europeans	Eurasians	Armenians	Mampuris	Mondas	Greek	Grand total
HINDIS										
Brahmans	2 726									
Khetris or Kshetris	10	2								
Vaidyas	702									
Kayasthas	5 238		1							
Nabuasaks	2 019									
Kaibarthas	405									
Sonarbanias	510									
Other castes above the lowest	1 506						8			
Domes Chundals Haris	497									
Total	14 313	2	1				8			
MUHAMMADANS										
Shias	250									
Sunnis	3 229									
Total	3 540									
CHRISTIANS										
Protestants	17			1	5					
Roman Catholics	94				2	1				
Total	111			1	7	1				
OTHERS	10							1	6	
GRAND TOTAL	17 983	2	1	1	7	1	8	1	6	18 010

C.

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Dacca on 31st March 1873

	Bengals	Behars	Eurasians	Total
HINDIS				
Brahmans	211			
Khetris or Kshetris		2		
Vaidyas	53			
Kayasthas	277			
Nabuasaks	20			
Kaibarthas	5			
Sonarbanias	8			
Other castes above the lowest	19			
Domes Chundals Haris				
Total	592	2		
MUHAMMADANS—				
Shias	2			
Sunnis	43			
Total	45			
CHRISTIANS				
Protestants	4			
Roman Catholics	3			
Total	7			
OTHERS	3		1	
GRAND TOTAL	647	2	1	650

D.

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Dacca (including Dacca Normal and Collegiate Schools) for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians

UPPER CLASSES OF SOCIETY				MIDDLE CLASSES OF SOCIETY				LOWER CLASSES OF SOCIETY			
Titles	Government Service	Other realized property	Trade	Government Service	Estates	Professions	Trade	Government Service	Estates	Professions	Trade
Princes Na rha Rajas Ray Bahadurs											
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28	28	28	28	28
29	29	29	29	29	29	29	29	29	29	29	29
30	30	30	30	30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31	31	31	31	31
32	32	32	32	32	32	32	32	32	32	32	32
33	33	33	33	33	33	33	33	33	33	33	33
34	34	34	34	34	34	34	34	34	34	34	34
35	35	35	35	35	35	35	35	35	35	35	35
36	36	36	36	36	36	36	36	36	36	36	36
37	37	37	37	37	37	37	37	37	37	37	37
38	38	38	38	38	38	38	38	38	38	38	38
39	39	39	39	39							

Eastern Circle—Dacca.

E.

Return showing the Class of Instruction at all the Schools in District Dacca in the month of March 1873.

	No of pupils in the schools on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not numbered in the other columns numbered 1, 2, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.	
		1	2	3	4
Boys	17 733	596	2 439	4,864	9 834
Girls	279		3	66	210
Total	18 012	596	2 442	4 930	10 044

Return of all Schools in the Dacca District on 31st March 1873, arranged as in Table I in the last year's Education Report.

		No of schools	No of masters	Fees and fines	Government grant	Local subscriptions	Total cost	Number of scholars on 31st March	Average daily attendance
				Rs A P	Rs A P	Rs A P	Rs A P		
Higher Class	Government	1	Note of the forms A, B, C, D, E for the present year supply master at for this column	5 600 3 0	7 375 0 0		12 275 5 10	319	300
	Aided	5		2 850 4 3	2 040 1 8	1 794 6 0	7 157 8 8	123	309
	Unaided	3		10,034 14 9		2,874 4 10	13 980 10 7	1 255	1,027
Middle Class	Government	1		103 4 9	598 11 3		992 0 0	122	117
	Aided	114		7 922 1 8	15,014 1 11	11 578 2 10	35 521 5 3	5 001	19 94
	Unaided	11		465 13 6		1,912 5 8	1,462 12 3	307	587
Lower Class	Aided	17		885 6 3	1 040 17 6	352 7 0	2 274 8 9	850	774
	Pathshalas	172		1 114 15 5	1 763 2 1	263 5 9	3 138 7 3	5 918	28
	Unaided	95		978 11 0		1 619 1 0	2 597 13 6	2 752	2 308
Normal	Government	1		388 5 0	9,463 11 0		1,902 0 0	123	136
Girls	Aided	7			510 4 5	251 10 0	974 0 0	143	157
	Unaided	4				266 0 0	266 0 0	74	83
Total		457		31,706 0 1	3 880 11 10	20 011 13 2	90 206 13 6	18 981	16 335

Reports of Inspectors of Schools.

FARIDPUR

The area of the district of Faridpur is 1,524 square miles, the population is 1,012,589.

The single sub-division of Goalundo has been added from the district of Pabna, and may be compared both physically and educationally with Pabna and Jessore districts. In the south of Faridpur a large tract, where the water is very deep during the rains (adjoining to and physically a part of the swamps of west Barisal), is occupied by Chandals, some 150,000 of whom may be within zilla Faridpur, and who were till lately almost schoolless.

The schools in the remainder of Faridpur district have been hitherto hardly so good as those in Barisal or in Jessore, and the sub-division may be educationally estimated as on a level with the sub-division of Manikganj, opposite it across the Pudda. The number of well-to-do Hindu proprietors of land able to conduct grant-in-aid schools is limited.

The total return of schools in the district was—

	Schools	Pupils on 31st March	Government expenditure.	Gross expenditure.	Cost per head to Government	Cost per head altogether
			Rs.	Rs.		
For year ending 31st March 1872	65	2,653	9,426	22,261	3 4	8 3
For year ending 31st March 1873	176	6,197	8,553	20,408	1 3	3 0

These lump figures mean that the saving in Government cost on two or three aided schools that broke down during the year more than supplied all the money drawn before 31st March 1872 under the new primary grant. The "cost per head" will appear to rise again somewhat when the primary grant gets into full working.

The boys at schools under return are now about 6 per 1,000 of the population.

2. The zilla school is in an excellent state, greatly to the credit of the head-master. The money for the new school-house has been provided, and the works commenced. There has been an increase in the small number of Muhammadans. A maulvi is lately appointed. The boys take some interest in cricket, rowing, and gymnastics. The peripatetic survey teacher has not yet visited the school, but the first class have done something in mensuration.

The one other Government school is a model school at Ghoshapur, which it is proposed now to push out as a pioneer school among the Chandals, as Ghoshapur is a village well able to pay for its own schools,

3. THE GRANT-IN-AID SCHOOLS.—The Deputy Inspector proposes (and the Magistrate approves) to add an attached pathshala to all the grant-in-aid schools, thus getting 24 more pathshalas without cost to Government. This plan of composite schools has been for years largely introduced in zilla Dacca, and appears well adapted to the wants of the country. It upsets all the classification. The Magistrate is under some misapprehension concerning the grant-in-aid rules, and supposes that grant-in-aid is calculated on subscriptions only, and not on fees.—*Ude* his primary school report, paragraph 29 (and also his district report *passim*). The Government grant-in-aid is in reality already allotted in the way that the Magistrate desires, and not in the way he imagines.

It is, I may explain, impossible to maintain any real distinction in the receipts from local sources between fees and subscription. If the fees are placed high, and the Secretary or committee men pay the fees of many (or of all) the boys, it is useless setting up any distinction between fees and subscriptions in the school accounts, and the educational officers have in fact long ceased to attempt it.

As regards the proposals of the Deputy Inspector, approved by the Magistrate, to give extra head-money for girls, it has long been sanctioned by the Director of Public Instruction, but never yet claimed. It is a charge originally made debitable temporarily to the circle fund.

4. The circle schools are reported favorably upon: the Magistrate proposes to move one circle out of the six into the Chandal district.

5. For Faridpur the Government assignment for primary schools was Rs. 1,700 for 1872-73, and Rs. 5,100 more for 1873-74. Up to 31st March 1873 112 pathshalas had been established and supported by grants involving a monthly charge of Rs. 280½ per month.

The Magistrate submits a budget for the pathshalas up to 31st March 1874, showing a deficiency of Rs. 721-11-5, if he carries out all his wishes, involving, *inter alia*, 20 primary scholarships, Rs. 720 to be allotted in increasing the pay of present gurus, and 10 new schools.

Eastern Circle—Faridpur.

for Chandals. I believe that the Magistrate will be able to carry out very nearly his programme with the funds already at his disposal. He has budgeted Rs. 120 for the Commissioner's office, which he will not have to pay. He has not credited himself with the eight primary scholarships sanctioned for Faridpur (exclusively of the new pathshala grant of Rs. 6,800).

"Of the 4,080 new pupils, only 1,222 could read and write at the end of the fiscal year, after tuition varying from one to two months; and 2,858 are still almost totally ignorant. From these figures it is apparent that pathshalas in this district have in no wise usurped any home education which children received previous to the 30th September 1872 resolution."

So the Magistrate: but I have no doubt he is altogether in error in his conclusion. In the Bengali system of education it is two years after a child first begins to ink his figures before he can read even an elementary book (say Bhodhoday). In our middle class schools the Deputy Inspectors used hardly to return so large a percentage as 1,222 out of 4,080 who could read and understand easy Bengali. This return of 1,222 able to read and write is, I feel little doubt, too favorable (was largely returned by the police); but in all the new pathshalas which I have visited this year there is much the same proportion of boys who had "learnt something" at home. It must be recollected that out of 4,080 new pupils, average age $9\frac{1}{2}$, there will be perhaps 2,000 not exceeding $8\frac{1}{2}$ years old: so that the figures given, if they prove anything, show that not a boy above 10 years of age has been found in all Faridpur to bring in to the new pathshalas who did not begin his education at home at least two years ago. I do not quite believe this, but I dare say it is not so monstrous a result as it looks at first sight, for I also observe in the caste return out of 2,645 Hindu boys in the new aided pathshalas only 181 are returned as of low caste. I have shown in my general report that the fact that the boys who come to the new pathshalas were not totally uneducated before, is no real objection to the new pathshala scheme.

6. As regards the educational prospects of the district, the Magistrate reports that the Chandals are willing to accept education if Government provides it them, and that there is practically no limit to the number of schools that may be set up except the length of the Government purse. The low class Muhammadans also accept gratis education thankfully, there being 1,315 Masalman boys in the new pathshalas. The rich Muhammadans are few, and not considered likely to accept our notion of education very soon. There is an original suggestion by the head-master of the zilla school that Government should have a Bengali translation of the Koran prepared, get it certified by the great Muhammadan Doctors as faithful, and then introduce it as a text-book in our schools. I have always supposed hitherto that with the orthodox Masalman the Koran must be in Arabic, and that no translation could be the Koran at all.

Eastern Circle—Fardpur

B

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Fardpur on the 31st of March 1863

HINDUS—	Bengalis
Brahmins	780
Khatris or Kshetris	12
Vaidyas	132
Kayasthas	1846
Nayaks	787
Kaibarthas	171
Sonarbanias	83
Other castes above the lowest	727
Doms Chandalis Haris	213
Total	<u>1754</u>
MUHAMMADANS—	
Shias	23
Sunis	1480
Total	<u>1503</u>
CHRISTIANS—	
Protestants	4
OTHERS	
Baundias	36
Grand Total	<u>6497</u>

C

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Fardpur on 31st March 1870

HINDUS—	Bengalis
Brahmins	63
Vaidyas	21
Kayasthas	100
Nayaks	3
Sonarbanias	3
Other castes above the lowest	4
Total	<u>200</u>
MUHAMMADANS	
Sunis	1
CHRISTIANS—	
Protestants	10
Grand Total	<u>223</u>

Reports of Inspectors of Schools.

D.

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Tardagan for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians

		MIDDLE CLASSES SOCIETY									
		UPPER CLASSES OF SOCIETY					LOWER CLASSES OF SOCIETY				
		Families included with Upper Classes and at the lower classes only set aside from Government Service					Families excluded from Government Service				
		Land		Other Property		Profession		Trade		Total of Upper Classes	
		Large landholders whose income exceeds Rs 1000 a year and upwards		Houses, mines, Government securities and other property in part of whose income is Rs 1000 a year and upwards		Professional men with incomes of Rs 1000 a year and upwards		Merchants, bankers, &c. with incomes of Rs 20000 a year and upwards		Total of the middle classes	
		Government Service		Estates		Professions		Trade		Total of the middle classes	
		Officers in salaries of less than Rs 20 a month such as military officers, teachers, pandits, postmasters, amils		Holders of lands minus houses, no permanent securities or other property above Rs 100 a year and under the limits for the upper classes		Advocates, surgeons, engineers, artists, Indian teachers, and other inferior trades, but not including the upper classes		Bankers, money lenders, merchants, manufacturers of sugar and salt, petty traders, goldsmiths, jewellers, photographers, coach builders, carpenters, not included in the upper classes		Shopkeepers, amils, karyals, apprentices	
Hindus		4	1	4	6	44	60	44	4	4	124
Muslims		1	1	1	3	44	3	44	1	1	140
Christians							3				3
Total		5	2	5	9	88	63	88	5	5	166

Eastern Circle—Faridpur

[illegible]

Chief of Marine

	Hindis	Mohamedans	Christians	Others	Total
Putils belonging to the Upper Classes	9	1			10
Ditto ditto Middle	181	16			197
Ditto ditto Lower	204	6		36	246
Total	474	17		36	527

Reports of Inspectors of Schools.

E.

Return showing the Class of Instruction at all the Schools in District Faridpur in the month of March 1873

		Little Stage	Middle Stage	Primary Stage	
		Comprising pupils who have reached standard equivalent to that of the 1st and 2nd classes of the School teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1 & 2. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholars course. Pupils are usually four years in this stage.	Can read, write and understand easy sentences in their mother tongue.
		1	2	3	4
Boys	647	58	1107	1936	3346
Girls	0		1	17	34
Total	647	58	1108	1951	3380

F.

Return of all Schools in the Faridpur District on 31st March 1873, arranged as in Table I in the last year's Education Report

		Number of schools	Teachers and fines	Government grant	Fees and subscriptions	Total cost	Number of scholars on 31st March	Average daily attendance
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class	Government	1	220 13 0	2436 0 0		4184 13 6	201	10
	Government	1	30 1 0	146 1 0		175 13 0	53	
Middle Class	Aided	32	2436 5 1	158 9 2	5100 1 9	10701 9 7	1368	136
	Unaided		36 15 0		600 8 0	91 23 0	213	19
	Aided	4	107 6 6	84 0 0	2 6 0	191 13 0	80	20
Lower Class	Unaided		0 0 0	47 1 1	20 6 0	67 13 7	1017	360
	Unaided		0 0 0		612 0 0	58 12 0	31	226
Girls	Aided		1 6 0	10 6 0	10 10 0	31 6 0	22	18
Total		1	3	8 8 7	61 5 1	18 5 1	107	1899

Eastern Circle—Barisal.

BARISAL.

1 The area of the district of Barisal was 5,264 square miles, and the population 2,377,133.

The sub-divisions were five, of which the sadar contains a large number of high caste Hindu resident families, and has always been favorable ground for schools, both aided and circle. It is eminently accessible by means of the tidal khals.

The Madaripur sub-division (since thrown into Faridpur) more resembles Faridpur, and has been less productive of schools.

The great Patuakhali sub-division in the south is eminently a Sundarban tract, with a population, mainly Muhammadan, of 600,000 persons, and hitherto had not a school in it except one model school.

The Daulatkhan sub-division, comprising the large islands cut off from the sadar sub-division by an arm of the sea, always more or less dangerous to cross, and mainly inhabited by Muhammadans, has hitherto contained one aided school at the sub-divisional station, and two other model schools only.

The PERSPUR sub-division contains a few Hindu families and aided schools at its upper end, but the greater part of it has been hitherto, like Patuakhali, Muhammadan, and bare of schools.

The total return of schools in the district was—

	Schools	Pupils on 31st March	Government expenditure	Gross expenditure	Cost per head to Government	Cost per head altogether
			Rs	Rs	Rs	Rs
For year ended 31st March 1872	87	4,072	12,325	38,712	3.0	9.5
For year ended 31st March 1873	356	9,971	13,220	40,305	1.3	1.0

I repeat (for fear of misapprehension) once more that when the primary grant gets fully drawn (which it was not at the end of the year under report), the cost per head will appear to rise again somewhat.

The boys at schools under return are now about four per 1000 of the population.

2. The zilla school is the largest zilla school in East Bengal, and also was last year the most successful in the University Entrance Examination. It is in a highly satisfactory state. Not only the cost per head of each pupil to Government is very low, but the total cost to Government of the school is less than that of the smaller zilla schools. I mention this point prominently because there was once a notable scheme put forward by an Under-Secretary to the Government of India for diminishing the cost to Government of the zilla schools by limiting the number of pupils.

The survey teacher has paid his visit to this school. The class for outsiders appears to have broken up, though it started with more than 50 pupils. I examined the zilla school boys in surveying at the end of the year under report; they had not made much progress.

The other three Government schools are the so-called model schools, two placed in the islands as pioneer schools. Two of the three are reported as satisfactory, in one a change of pandit is recommended.

3. The grant-in-aid schools have, as in other districts, gone on during the year "as usual," no fresh grants having been sanctioned.

4. The circle schools (28) are reported satisfactory, but the Deputy Inspector points out that under the circle system the gurus are very low paid. Hence it will be the interest of every guru to destroy his circle and get a primary grant for his pathshala instead.

5. The primary grant allotted to Barisal is at the rate of Rs. 900 per month. Of this up to 31st March 1873 there had been assigned Rs. 681 per month to 236 pathshalas containing 5,058 boys. In this district the new pathshalas have been established rather more slowly than in some other zillas, but by waiting a little the people have been induced to aid by fees and subscriptions to a laudable extent. The Magistrate remarks that we have not yet reached the boatmen and rayats, and the return of castes shows indeed only 292 low caste men out of 6,438 Hindus in school in Barisal. Out of the 5,058 new pathshala boys, however, 2,820 are Muhammadans, who will nearly all belong socially to the third or lowest class, though probably of these few will be field laborers.

The new pathshala grant has in short, here as elsewhere, been highly approved by the people, and accepted joyfully by Muhammadans as well as Hindus. All the reporting officers (including the Magistrate) call loudly for an increase of the inspecting agency as imperative; but this has now been sanctioned by Government, as also the increase of grant-in-aid asked for by the District Committee, so that neither comment nor action is necessary on these points.

Reports of Inspectors of Schools.

A

Statistical Return of all the Schools in the Barisal District for the year ending 31st March 1873

CLASS OF SCHOOLS.	Number of schools	DIFFERENCE IN PUPILS IN THE YEAR		PUPILS LEARNING				RECAPITULATION				EXPENDITURE		COST OF EDUCATING EACH PUPIL		Number of girls attending as pupils in schools					
		On 1st March	Monthly increase	Average number of pupils	English	Bengali	Sanskrit	Tibetan	Arabic	Grant for the year	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Cost to Government		Total cost				
A—Government Schools	Higher	1	32	30	145	38	68	5	7	13	2100	172 5	1 34 12	22 3	7 13	8 -	4 30				
	Middle Vernacular	2	—	—	1 1	7	7	—	—	—	60	594 10	3 12 4	—	—	—	—				
	Lower "	1	58	4	101	38	38	—	—	—	199	170 0 0	21 9 6	—	—	—	—				
B—Grant-in-aid Schools	Higher	1	18	11	125	68	68	83	—	—	300	50 3	22 11	1 -	2 6	17 3	9 6	4 11	27 11		
	Middle English	2	1315	1	1 42	57	1315	—	—	—	17 12	4 75	5 11 9	—	12 10	14 15	0 4	4 0	11 8		
	Middle Vernacular	10	—	32	912	80	3	21	—	—	200	2 14 11	1 07 1	1 2 12 13	—	10 11 21	5 54	5 7	8 42	7 2	13
	Lower	1	82	9	11	3	3	—	—	—	144	10 1 0	1 11 5	1 11 5	—	88 0 0	324	0 0	2 14	8 12	1
	Girls'	1	8	8	—	—	—	—	—	—	40	14 0 0	4 3 9	1 1 14 0 0	1 14 0 0	1 004	0 0	6 3	12 8	—	
C—Circle Schools	Middle Vernacular	18	14	12	1 2	10	—	—	—	—	1 33	1 55 8	3 0 0	2 182 7 9	2 482	7 9	2 7	3 5	12		
	Lower "	1	30	32	38	1	—	—	—	—	—	15 0 0	3 4 0	1 134	4 0	1 134	4 0	2 6	3 7	—	
E—New Schools		3	—	426	30	14	—	2	—	—	100	1 10	2 1	442 11	3 5 13	4 5 0 15	4	0 3	0 13	34	
		1	—	—	—	—	—	—	—	—	35	49 0 0	1 15 0	2 0 0	2 15 0	52 15	0	—	—	—	
		42	94	774	9	4	94	—	—	—	97 1	—	3 9	1 31	4 0	1 31	4 0	—	—	2 3	—
F—Abolished Schools																					
G—Unaided Schools																					
Total	67	604	875	167	62	118	108	—	—	—	1703 1	14 124 14	0 12 936	0 7 40065	8 0 30889	5 6	1 8	4 9	29	—	

Eastern Circle—Barisal.

B.

RETURN OF RACE.

Return of Race of Pupils of all the Schools in District Barisal on the rolls on 31st March 1873.

										Bengalis	Eurasians
HINDUS—											
Brahmans										1,428	
Khetris or Kshetris	..			...		..				51	
Vaidyas	...				...		..		...	917	
Knyasthas	...	...		...			...		...	2,180	
Navasaks	...			...		..			...	1,157	
Kaibarthas					...		...		..	134	
Sonarbanias	...						...			36	
Other castes above the lowest				...		..			...	243	
Domes, Chandals, Haris					..		...		...	292	
Total of Hindus										6,138	
MUHAMMADANS—											
SUNIS							...	..		3,524	
CHRISTIANS—											
Protestants	...		...	...	...		..		...	8	
Roman Catholics		...			..		...		...	6	3
Total of Christians										14	3
GRAND TOTAL										9,976	3

C.

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Barisal on 31st March 1873.

										Bengalis	
HINDUS—											
Brahmans			...			..				132	
Vaidyas		...					...		..	78	
Kyasthas	...		..		...		...		..	150	
Navasaks	..	...		...					...	14	
Kaibarthas	...		..		..		...		...	1	
Sonarbanias		..			...		...		...	2	
Domes, Chandals, Haris							...		...	2	
Total of Hindus										379	
MUHAMMADANS—											
SUNIS...							...			84	
GRAND TOTAL										463	

Reports of Inspectors of Schools.

E.

Return showing the Class of Instruction at all the Schools in District Barisal in the month of March 1873.

	Number of pupils in the schools on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage	Comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular schoolships course. Pupils are usually four years in this stage	Can read, write, and understand easy sentences in their mother tongue
Boys	1547	71	1394	2110	6243
Girls	132				100
Total	1679	71	1394	2110	6343

Return of all the Schools in District Barisal for the year ending 31st March 1873, arranged as in the form Table I of last year's Education Report

		Number of schools	Fees and fines	Government grant	Total subscription	Total cost	Number of scholars on 31st March	Average daily attendance
			Rs A P	Rs A P	Rs A P	Rs A P		
Higher Class	Government	1	6712 0 0		1534 12 8	7431 15 4	387	3
	Aided	1	220 6 6	300 0 0	1227 11 6	1733 9 4	68	14
Middle Class	Government	2	30 12 6	791 10 0		623 4 6	77	7
	Aided	54	46 6 12 2	9722 11 8	8270 5 8	2331 13 8	2033	2714
	Unaided	2	100 9 0		441 9 6	542 2 6	12	7
Lower Class	Government	1	21 9 0	170 0 0		191 4 0	38	41
	Aided	11	1007 14 0	903 0 0	111 5 0	1118 4 0	391	304
	Pathshalas	236	1877 2 1	86 0 0	332 11 3	5503 13 4	708	116
	Unaided	30	877 1 6		312 0 0	1189 1 4	883	717
Girls	Aided	8	14 7 0	196 0 0	193 9 0	1004 0 0	83	80
Total		30	1227 14 1	1181 8 8	12834 0 7	10830 4 6	3988	8713

Eastern Circle—Mymensingh.

MYMENSINGH

1. The area of the district of Mymensingh is 6,293 square miles, and the population 2,349,917. It is divided naturally into East and West Mymensingh by the great Madhapur jungle which runs north and south. The people of Attia in West Mymensingh often consider it the easiest way for reaching the head-quarter station Mymensingh to proceed all round by Dacca or at least by Sabhu. East Mymensingh is much larger than West Mymensingh, and is mainly made up of the Sadr and Kisoriganj sub-division. There are a fair number of schools scattered along (or at no great distance from) the banks of the old Brahmaputra, and Kisoriganj station has been a centre of education around which many schools were clustered (many established when Ram Sankar Sen was sub-divisional officer at Kisoriganj), but as the great eastern portion of Mymensingh sinks away towards the jheels of Sylhet, the schools in general became few and far between. West Mymensingh contained most of the sub-divisions of Attia and Jamalpur. Attia contained a fair portion of schools. In Jamalpur there were good schools at Jamalpur and Sherpur, the other schools being few and in general indifferent.

The total return of schools in the district was—

	Schools	Pupils on 31st March.	Government expenditure.	Gross expen- diture.	Cost per head to Government.	Cost per head altogether
			Rs.	Rs.	Rs.	Rs.
For year ended 31st March 1872	108	4,159	14,541	43,049	3 2	9 6
For year ended 31st March 1873	245	8,817	17,900	49,235	2 0	5 5

Here again the cost per head for the year ended 31st March 1873 is too low, because the great increase in pupils was only in the last quarter of the year, and because the primary grant was only partially drawn. The boys at schools under return are now about $3\frac{1}{2}$ per 1,000 of the population.

2. The zilla school is in a flourishing state, containing 321 boys; and the standard is also satisfactory. Out of this large number of boys only 20 are Muhammadans. There has been for some time a maulvi in the school, but few of the Muhammadan boys are willing to read with him. The Magistrate says that of the few Muhammadan boys in the school, most are purchased by special Muhammadan scholarships, and would do better to read in vernacular or primary schools. The school boys are stated to take interest both in gymnastics and in surveying. The normal school (exclusive of the guru class) contains 29 boys only. The number is smaller than last year (37), partly because some of the scholarships were appropriated to the guru class, partly because the existence of the school is known to be greatly jeopardized by the orders of Government for the reduction of cost of normal schools. The Magistrate reports strongly against this school. The Hardinge school is reported by the Magistrate as "an excellent institution under admirable management." (The number of boys for the past few years has been about 300, the total cost to Government about Rs. 100 *per annum*, and the standard second only to the one other East Bengal school under direct management of the educational department) But the Magistrate nevertheless remarks in an adjoining sentence: "The Hardinge vernacular school, by some extraordinary arrangement of the Education Department which I do not pretend to understand, is looked upon as a kind of appendage to the normal school." I may explain that in all normal schools in Bengal, as in England, it has been hitherto usual to have an attached practising school in which the more advanced pupils of the normal school may teach classes under the supervision of the normal school teachers. When Government established the Mymensingh normal school, the establishment was fixed on the most economical scale, and no provision was made for a practising school: instead thereof the Hardinge school was made the practising school for the normal school. The arrangement was certainly not extraordinary, and the result is reported by the Magistrate to be "admirable."

The other Government school in Mymensingh zilla are the nine model, *i.e.* pioneer schools placed along the edge of the Garo Hills in a line from the Brahmaputra to a little east of Shushang. These schools contained on the 31st March 66 Bengali-Hindus, 13 Manipuris, 21 Muhammadans, 76 Hazans, 15 Garos, and 19 other quasi-hillmen. These schools were originally placed here preparatory to attacking the Garo Hills proper. The Hazans have shewn considerable aptitude for education: a few of the boys have attained a really good standard, including a power of working arithmetic soundly on the European plan, and one of these seven schools is now under a Hazan teacher at very moderate cost. If at any time the Garos are to be

Reports of Inspectors of Schools.

really attacked, it is on the Hazan pupils of these schools that we shall have to rely. The Deputy Inspector reports that the cost of these schools is high, as is always the case in Terai schools, but I have on the whole been fairly satisfied with the results attained here, considering the exceptional difficulties to be encountered. The Magistrate, however, sets down these schools as expensive failures, and adds—"The number of pupils on the rolls is an entirely fallacious test in establishments where instruction is gratuitous," a remark which I am not sure I understand altogether; but whatever its force may be, why is it applied upon the model schools and not upon the primary schools?

3. The aided schools remained (as elsewhere) during the year under report nearly stationary. The Magistrate has not been impressed favorably by them. The Deputy Inspector indeed reports various enormities which have occurred in grant-in-aid schools in his annual report to the Magistrate. Under the former system of administration these would have been reported long ago to the Inspector, and led to the instant stoppage of the grant-in-aid at least.

4. The circle schools are not, in the Magistrate's opinion, successful. They have never been so successful in Mymensingh as in Munshiganj for instance, and now they are pressed by the new pathsalas, as it is the interest of every circle pathsala guru to get the circle broken up and a primary school grant for himself. The Magistrate indeed proposes forthwith to break up the circle schools and the model schools, applying the liberated funds to founding in larger numbers primary pathsalas. I would advise him for the present to keep as many of the schools above the lowest as he can, for the addition of the pathsalas already provided has washed down the average school education to a sufficing degree.

5. The assignment for new primary schools is at the rate of Rs 800 per month. Up to 31st March 1873 there had been actually given pay to 79 pathsalas costing Government about Rs 270 per month, but there were about 50 other primary schools established and about to receive sanction of Government money. The primary schools appear to succeed quite as well in Mymensingh as in the other districts, but the number allotted by Government has been placed out less rapidly than in some other districts, apparently because the Magistrate worked entirely with his insufficient school inspecting staff, and did not employ the police. The primary schools, already aided on 31st March 1873, contained 1,108 Hindus and 885 Muhammadans. As elsewhere, they contain a class of pupils lower on the average socially than the pupils in the old circle pathsalas and model schools, (?) but still they do not reach the lowest social class to any great extent. At all events, out of 5,167 Hindu boys at school in Mymensingh only 18 are returned of low caste and at least 4,000 are high caste.

6. The Magistrate states that there are from 100 to 150 girls attending boys' schools in Mymensingh: none are shown in the general return (A), and only 5 in the return (E). As to spending Government money in founding separate "middle" girls' schools, while all the girls willing to come to any school are infants, I agree with Mr. Wells that it is quite unnecessary. The girls learn much better in the boys' schools.

Reports of Inspectors of Schools.

B

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Mymensingh on the rolls on 31st March 1873.

	P	Tharis	Umas	Gars	Man puris	Hajnos	Upasantna	andlekandh	Hadi	Darbi	abanges	Bar	Coach	Meek	Chud men
HINDU —															
Brahmans	1128	5	1				1								
Kshetris or Kshetris	37	2			13										1
Vidyas	26														
Kayasthas	2512							1							
Natunals	704	3													
Kaibartas	103														
Sambarnas	25														
Other castes above the lowest	611										9				
Domes Chudals Hais	81														
Total of Hindus	5167	10	1		13		1	1			9				1
MUHAMMADANS—															
Shias	16														
Sunns	1358														
Total of Muhammadans	1374														
CHRISTIANS—															
Roman Catholics	3														
OTHERS				15	1	71			1	1		1	2	1	
GRAND TOTAL	6541	10	1	15	14	71	1	1	1	1	9	1	2	1	1

N.B.—This return does not include 2134 boys in arlel and unaded pathshalas in West Mymensingh.

C.

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Mymensingh on 31st March 1873.

HINDUS—

Brahmans
Kshetris or Kshetris
Vidyas
Kayasthas
Natunals
Other castes above the lowest

Bengalis

97
9
43
145
12
7

Total of Hindus

294

MUHAMMADANS—

Sunns

27

GRAND TOTAL

319

Eastern circle—Mymensingh.

E.

Return showing the Class of Instruction at all the Schools in District Mymensingh in the month of March 1873.

	Number of pupils in the schools on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		(Comprising pupils who have reached the standard equivalent to that of the 1st and 2nd classes of school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage)	(Comprising all pupils who are not enumerated in the other column numbered 1 to 4. Well prepared pupils are usually four years in this stage)	(Comprising pupils who have not attained the standard of the 3rd class of a school teaching the vernacular schoolship course. Pupils are usually four years in this stage)	(Comprising pupils who cannot read, write and understand easy sentences in their mother tongue)
		1	2	3	4
Boys	8812	65	1437	3298	4012
Girls	5			3	2
Total	8817	65	1437	3301	4014

Return of all the Schools in the Mymensingh District for the year ending 31st March 1873, arranged as in Table I of last year's Education Report

		Number of schools	Fees and fines	Government grant	Total subscription	Total cost	Number of schools on 31st March	Average daily attendance
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class	Government	1	6 06 0	4 6	2 100 0 0	7 21 5 4	321	122
	Unaided	1	4 2 4 9		2 961 8 6	2 80 9 9	181	100
Middle Class	Government	1	1 35 4 0	4 20 0 0		1 679 4 0	311	280
	Aided	56	1 357 7 5	9 507 1 1	8 980 9 9	22 108 2 6	2 441	2080
	Unaided	14	803 13 0		3 571 1 6	4 211 15 6	600	140
Lower Class	Government	9	4 12 0	2 021 15 0		2 007 11 0	218	100
	Aided	11	223 11 0	6 595 6 9	2 24 13 0	1 165 3 2	232	807
	Pathshalas	95	940 19 0	342 9 11	937 12 10	2 233 4 9	2 801	1826
	Unaided*	56	15 15 0		342 4 0	400 1 0	1 540	
Normal	Government	1		2 007 13 0		2 007 13 0	15	30
Total		245	14,305 1 8	16,885 0 9	17,070 1 7	46,145 0 0	8,717	7,780

*Many of these schools received primary grant shortly after 31st March

Reports of Inspectors of Schools.

SYLHET.

1. THE area of the District of Sylhet is 5,415 square miles, and the population 1,719,539. The district is not divided into sub-divisions. Two-thirds of the whole district, even to the very base of the Khasi Hills on the north, is rice swamp, mostly deep water; in the south-east the country rises somewhat gradually by lines of low tilas into Hill Tipperah. Hitherto there has been hardly any education in the district. The population is largely of Muhammadan cultivators, and there are hardly any Hindu zemindars to be Secretaries of grant-in-aid schools. Besides the station school there was a good middle school at Laskarpur in the south east on the verge of the tilas, and a fair school was kept by the Mohunt at Bethalung; the few other scattered grant-in aid schools were indifferent. There were no circle schools, the village cultivators being unwilling to supply any fund themselves towards schools. There were two or three Government vernacular schools, *i.e.*, paid wholly by Government.

The total return of schools in the district was —

	Schools	Pupls on 31st March.	Government expenditure	Gross expenditure.	Cost per head to Government	Cost per head altogether
			Rs	Rs	Rs A P	Rs A P
For year ending 31st Mar 1872	3	1,709	5 524	13,770	3 2 0	8 0 0
For year ending 31st March 1873	229	6 615	5 715	14 765	6 8 0	2 2 0

Here, as in other districts, the primary grant was hardly drawn at all in the year under report, so that the cost per head for the year ended 31st March 1873 appears lower than it should.

The boys at schools under return are now about $3\frac{1}{2}$ per 1,000 of the population

2. The zilla school is in a flourishing state, the numbers having been during the last three years steadily increasing till there were 266 on the rolls on 31st March 1873. The success of the school, however, at the last Entrance Examination was poor, only two candidates out of 12 having passed. The school has been without a proper house for the last 20 months, but the school-house on the tila is now nearly repaired at last. The number of Muhammadan boys in the school is smaller than in previous years; a Maulvi was appointed in January 1873.

The Committee are not able to report very favorably of the surveying, and incline to the opinion that no progress will be made while the teaching is given by a peripatetic teacher who stays three months only at the school; and suggest that one teacher should be allowed for the two zilla schools of Sylhet and Silehar.

3. The grant-in-aid schools show a small increase in the numbers attending them, the standard remaining sensibly the same. The grant-in-aid system never has produced, or seems likely to produce, in Sylhet zilla, schools at all in proportion to the area and population.

4. The education in Sylhet (other than that of the station Babus) is nearly wholly represented by the new primary schools, which on 31st March 1873 were 116 in number, and contained 3,147 boys. Of these 110 were entirely new schools, and the Deputy Inspector estimates that at least 2,900 out of these 3,147 boys would have remained entirely uneducated but for the new grant for primary education.

It is remarkable that out of these 3,147 pathsala boys about 100 only are low caste boys, though two-thirds of them are in the third (lowest) scale as regards means. The Deputy Inspector reports to me (in answer to question direct) that so far as he can judge by looking at them, the boys in these new primary schools are much the same class socially as have always been seen in the vernacular schools.

Nearly 900 Muhammadan boys are attending the pathsalas, *i.e.* mixed with the Hindus, but it is difficult to establish a school in a purely Muhammadan village. The Deputy Inspector remarks that he is sure, though greatly surprised to find, that the Muhammadans themselves prefer, sometimes at least, a Hindu to a Muhammadan teacher. I have often observed the same fact: where a fixed salary is available for a teacher, the best qualified candidate forthcoming will be in general a Hindu. The Muhammadans have no such violent antipathy to their Hindu brethren that they are willing to suffer loss themselves rather than profit by Hindu assistance.

5. Under unaided schools there are returned 46 tols, containing 1,962 pupils and 35 maktabas containing 634 pupils. The District Committee remarks that these numbers only represent those tols and maktabas of which the Deputy Inspector could get positive information, and do not doubt that the number, especially of maktabas, is really very much larger.

Eastern Circle—Sylhet.

This is highly probable. But I think these tôls and maktabas can only in a partial sense be included as "schools" in educational statistics. What the Masalman boys learn at a maktab in Sylhet can have but the very lowest educational value. But I have noticed that when a Masalman boy attends a maktab, his attention is in a manner attracted to book-learning, and he often also learns some writing and accounts either of a relative in a shop or from a guru. That these maktabas and tôls are of very small value educationally, is clear from the fact that the Magistrate has been able in hardly one single instance to graft a primary school on one of them: the new primary schools are new altogether.

Eastern Circle—Sylhet.

B

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Sylhet on the rolls on 31st March 1873.

	Bengalis	Assams	Kacharis	Khasias	Misamis	Tripurals	Total
HINDUS—							
Brahmans	617						
Khetris or Kshetris	2						
Vaidyas	17				18		
Kayasthas	911						
Nabasaks	941	1					
Sahas	39						
Other castes above the lowest	700						
Domes Chundals, Haris	143						
Total of Hindus	3625	6			18		
MUHAMMADANS—							
Sunns	156						
CHRISTIANS—							
Protestants	3						
OTHERS				8		2	
GRAND TOTAL	4484	6	2	8	18	2	4500

This return does not include the pupils of the unaided schools and pathshalas

C.

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Sylhet on the rolls on 31st March 1873

	Bengalis	Manipuris
HINDUS—		
Brahmans	48	
Khetris or Kshetris		1
Vaidyas	7	
Kayasthas	7	
Nabasaks	1	
Sahas	14	
Other castes above the lowest		
Total of Hindus	77	1
MUHAMMADANS—		
Sunns	1	
CHRISTIANS—		
Protestants	1	
OTHERS	1	
GRAND TOTAL	80	1

This return does not include the teachers of the unaided pathshalas and schools

Eastern Cuck— Sylhet

[illegible]

Red + White

Summary

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Reports of Inspectors of Schools.

Return showing the Class of Instruction in all the Schools in District Sylhet in the month of March 1873.

	No. of pupils in the schools on 31st March 1873	Upper Stage	Middle Stage	Primary Stage	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholars course. Pupils are usually four years in this stage.	Can read, write, and understand easy sentences in their mother tongue.
		1	2	3	4
Boys	4751	13	399	981	3117

Return of all the Schools in Sylhet District for the year ending 31st March 1873, arranged as in the Table I of last year's Education Report

		No. of Schools	Fees and fines	Government grant	Local subscriptions	Total cost	No. of scholars on 31st March	Average daily attendance
			Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.		
Higher Class	Government	1	2719 7 6	1432 11 9	48 0 0	4200 6 3	260	24
Middle Class	Government	3	164 13 9	677 12 7		842 10 4	113	115
	Aided	12	2689 9 9	212 12 11	1908 5 9	7100 13 8	813	705
	Unaided	12	803 4 6		319 1 0	1122 5 6	398	246
Lower Class	Aided	1	144 0 0	96 0 0		240 0 0	14	8
	Pathshalas	119	192 1 1	875 0 0	123 15 0	1191 0 1	3253	2765
	Unaided	81					1696	
Total		20	6112 11 0	2707 8 3	2310 5 9	11066 4 3	6643	118

Eastern Circle—Cachar.

CACHAR.

1. The area of the district of Cachar is 5,000 square miles, and the population 205,027.

Of this large area a great portion is occupied by a sparse population of hillmen; for whom at present nothing has been attempted educationally. The small level central area (very level but broken by tilas isolated and in lines) containing most of the population and all the schools.

North Cachar, or the Asalu sub-division, lies physically in Assam. Mr Edgar formerly contemplated placing a school at Asalu, but the Kukis caused this and many other peaceful schemes to be laid aside temporarily at least.

The population of the central portion of Cachar is made up mainly of Muhammadan Government rayats, Manipur villages, and the tea plantation coolies, who are often immigrants, but seem likely in large numbers to remain permanently in Cachar. Hitherto the only schools besides the Government station zilla school was one Manipur school with a Manipur pandit, two model schools, and one old pathsala. There was formerly a Cachari school and a Naga school, but they broke down four or five years back.

The total return of schools in the district was:—

	Schools	Pupils on 31st March.	Government* expenditure	Gross expenditure	Cost per head to Govern- ment	Cost per head altogether
			Rs	Rs	Rs	Rs
For year ended 31st March 1872 ..	6	211	2,590	1,486	12 2	21 2
For year ended 31st March 1873	125	2,239	2,705	4,374	1 2	

In this district, as in all the others, the cost per head appears too low for the year ended 31st March 1873, because the primary grant was not fully drawn.

The boys at school under return are now about 11 per 1,000 of the population.

2. The zilla school is in an efficient state, and passed successfully the two candidates it sent up to the University Entrance Examination. The number on the rolls on 31st March 1873 was 125, rather below the usual number, owing to sickness, but has since increased. There are no middle class schools in the district of Cachar to act as feeders to the zilla school, and the zilla school at Silchar is therefore in still a greater degree than other zilla schools made up of foreigners, *i.e.* the children of the Babus employed professionally or officially in the station. Only 14 boys out of the 125 total are natives of Cachar district, and five only are Muhammadans. The roof of the school-house, which had been destroyed by fire, is now nearly repaired.

The Deputy Commissioner reports with favor on the progress in surveying; it appears that the head-master has taken the subject in hand himself, and not left it entirely to the temporary care of the peripatetic teacher.

3. Grant-in-aid schools there have been in Cachar hitherto none; but the newly appointed Officiating Deputy Inspector reports that the district may in future support *two*, viz. one at the sadr station, one at Hylakandi.

4. The schools in the district (up to the last few months) have been three only—Government model schools. Of these one was a Manipuri school under a Manipuri teacher, and in a sense has been satisfactory, the other two have for many years cost much and effected next to nothing. The Officiating Deputy Inspector considers their sites were most unfortunately selected, and also that the kind of education given by the pandits (picked normal school pupils) was by no means so attractive to the people as the new pathsala course.

5. The new grant for primary schools in Cachar is Rs. 250 per month, giving a minimum of 50 pathsalas, supposing that every pathsala is granted the maximum allowance. In Cachar the preliminary steps were necessary of providing gurus, for which purpose two training classes were opened—one at Silchar, one at Hylakandi.

By 31st March 1873 there were at work 19 new pathsalas, containing 637 boys, and 12 more were on the point of being opened. Of these about 50 were Cacharis, 210 Manipuris, 160 Muhammadans, and 200 Hindu-Bengalis. Only one plantation school is reported.

The Officiating Deputy Inspector reports that all classes appear excellently disposed towards accepting the new pathsala education on the Government terms, viz. that Government finds the money. He thinks that the Cacharis are particularly zealous, and does not anticipate any insuperable difficulty in getting the Manipuri girls into schools. The Deputy

Reports of Inspectors of Schools.

Inspector considers the new pathshala course to be admirably adapted for the district. He says in the most decisive terms that the people do not care to learn literature, mathematics, &c., in a school, but are very anxious to learn enough of country arithmetic, writing, and forms of documents, to be able to transact on even terms their business with muktears and Cachar people. There would appear no reason to doubt that the whole sum provided for primary schools in Cachar will be satisfactorily appropriated within a few months, and that any further sum which the Government can provide may also be usefully expended.

It is now all assigned
6th July C. B. C.

Eastern Circle—Cachar.

Statistical Return of all the Schools in the Cachar District for the year ending 31st March 1873

CLASS OF SCHOOLS	NO OF PUPILS ON THE ROLLS		PUPILS LEARNING					RECEIPTS FROM				EXPENDITURE				COST OF EDUCATING EACH PUPIL				No of girls attending schools & those boys' schools								
	No of schools	4th 31st March	Monthly average	Average age of pupils on the 31st March	English	Bengali	Hindi	Persian	Arabic	(Government grant for the year)	PEES AND FINES			Total	Pecuniary	Other sources			Total									
											Rs	A	P			Rs	A	P			Rs	A	P	Rs	A	P	Rs	A	P
A—Government Schools	1	125	116	13.75	110	125				2,100	1,926	13	5	1,447	5	9	44	11	5	16	10	28	2	0				
		3	68	50	11.36	68				900	483	13	6	53	13	0	7	2	0	9	10	9	11	1	4			
D—Old Pathshalas	1	12	11	10.75	12					60	40	0	0	20	1	0				6	1	0	3	10	2	5	11	8
E—New Pathshalas	10	67	54	11.3	2	605	20	20	20	1,600	254	11	5	52	11	0	133	0	0	47	0	3	2	10	4	3	0	3
G.—Unaided Schools	14	141	40	24.75	48	100					16	0	0							1	0	0						
Total	128	224	50		10	100	20	20	20	4,060	2,755	5	6	1,619	14	9	184	13	5	4	0	3	4	0	3	0	3	7

Reports of Inspectors of Schools.

B.

RETURN OF RACE

Return of Race of Pupils of all the Schools in District Cachar on the Rolls on 31st March 1873

	Bengalis	Urivas	Nepalis	Mamupuris	Cacharis	Hindustani	GRAND TOTAL
HINDU							
Brahmans	50			7		3	
Khetris or Kshetris	7		1	178	40	1	
Vaidyas	10						
Kawasthis	30	1		1			
Nabais	1						
Other castes above the lowest	0						
Domes Chundis Bars	110						
Total of Hindus	208	1	1	189	40	7	
MUHAMMADAN							
Shias	2						
Sunns	1						
Total of Muhammadan	3						
GRAND TOTAL	211	1	1	189	40	7	549

C.

RETURN OF RACE

Return of Race of Teachers of all the Schools in District Cachar on 31st March 1873

	Bengalis	Mamupuris	GRAND TOTAL
HINDU			
Brahmans	1	1	
Khetris or Kshetris	1		
Vaidyas			
Kawasthis	1		
Nabais	1		
Other castes above the lowest	1		
Total of Hindus	5		
MUHAMMADAN			
Protestants	1		
Roman Catholics			
Total of Christians	1		
GRAND TOTAL	6		6

د

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Cachet for the year ending 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians

UPPER CLASSES OF SOCIETY		MIDDLE CLASSES OF SOCIETY										LOWER CLASSES OF SOCIETY	
Title		Civil Service		Estate		Profession		Trade		Other			
1	1	1	1	1	1	1	1	1	1	1	1		
2	2	2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9	9		
10	10	10	10	10	10	10	10	10	10	10	10		
11	11	11	11	11	11	11	11	11	11	11	11		
12	12	12	12	12	12	12	12	12	12	12	12		
13	13	13	13	13	13	13	13	13	13	13	13		
14	14	14	14	14	14	14	14	14	14	14	14		
15	15	15	15	15	15	15	15	15	15	15	15		
16	16	16	16	16	16	16	16	16	16	16	16		
17	17	17	17	17	17	17	17	17	17	17	17		
18	18	18	18	18	18	18	18	18	18	18	18		
19	19	19	19	19	19	19	19	19	19	19	19		
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23	23	23	23	23	23	23	23	23	23	23	23		
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26	26	26	26	26	26	26	26	26	26	26	26		
27	27	27	27	27	27	27	27	27	27	27	27		
28	28	28	28	28	28	28	28	28	28	28	28		
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31	31	31	31	31	31	31	31	31	31	31	31		
32	32	32	32	32	32	32	32	32	32	32	32		
33	33	33	33	33	33	33	33	33	33	33	33		
34	34	34	34	34	34	34	34	34	34	34	34		
35	35	35	35	35	35	35	35	35	35	35	35		
36	36	36	36	36	36	36	36	36	36	36	36		
37	37	37	37	37	37	37	37	37	37	37	37		
38	38	38	38	38	38	38	38	38	38	38	38		
39	39	39	39	39	39	39	39	39	39	39	39		
40	40	40	40	40	40	40	40	40	40	40	40		

Eastern Cutch—Cachar

E.

Return showing the Class of Instruction at all the Schools in District Cachar in the month of March 1873.

	No. of pupils in the schools on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns, numbered 1 to 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the said class of a school, reading the vernacular school ships course. Pupils are usually four years in this stage.	Can read, write and understand conversation in their mother tongue.
		1	2	3	4
Boys	816	2	74	10	74
Girls	3				
Total	819	2	79	10	74

Return of all the Schools in the Cachar District for the year ending 31st March 1873, are in part as in Table I of last year's Education Report

		Number of schools	Fee and fines	Government grant	Local subscription	Total cost	Number of scholars on 31st March	Average attendance
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class	Government	1	1 447 9	1 996 15 3	44 11 5	3 202 2 9	197	106
Middle Class	Unaided	1					2	1
Lower Class	Government	1	8 14 0	483 1 0	7 2 0	498 6 0	68	6
	Pathshalas	18	2 12 6	152 4 6	1 0 0	155 0 6	296	
	Unaided	10	10 6 0			10 6 0	157	9
Girls	Aided			142 6 9		142 6 9	7	7
Total		128	1 619 14	2 709 5 6	184 1 5	3 770 0 0	767	

CHITTAGONG DIVISION.

2 This report consists of, *firstly*, the reports and returns as sent up from the different districts; and *secondly*, abstracts of these reports and returns, and the present general report written by myself

There is a set of abstract returns for each of the districts in the five forms sanctioned by Government and marked A, B, C, D, E, respectively; and a similar abstract return for the whole division is given by merely adding the returns of four districts into one.

3 The totals of the figures do not in many cases coincide where they should do. The details of 1,100 boys in the pathshalas of Brahmanbaria sub-division could not be got in, the Deputy Inspector being fully engaged at head-quarters and the Sub-Inspector for Brahmanbaria not then sanctioned. There are other less important gaps in the returns from similar causes; but on the whole I think the figures will suffice for the real practical end wanted in a report, though they are deficient in arithmetical neatness.

4 My dealing with the figures in the district reports has been purely ministerial. I have left out altogether in the divisional report some that have evidently been got up by a mistaken interpretation of the headings of the columns; and the amounts of grants, &c., which can be checked from papers in my office, I have corrected where erroneously given in the district reports.

5 The state of the higher English school education in the division is shown in the subjoined table

District	School and its class	Number of boys on 31st March 1873.	NUMBER OF BOYS PASSED UNIVERSITY ENTRANCE EXAMINATION IN JANUARY 1873				Merit mark each boy in the 3rd d- vision count- ed 1, in the 2nd 2, in the 1st 3
			Division I.	Division II	Division III	Total	
Chittagong	Zilla, Government	199		2	3	5	7
	Albert, private	208			1	1	1
Noakhali	Zilla, Government	103	1	3	..	4	6
Comilla	Zilla, Government	191		1	1	5	
	Mogultali, private	111		1		1	

This table shows at a glance how far the private higher schools are still behind the zilla schools. It may be true that some changes are desirable in the Comilla zilla school, and that at Chittagong the results attained during the last few years are not such as were shown (by the same head-master too) in the olden times. But in the district reports the dissatisfaction expressed with the zilla schools is (it appears to me) stronger than the facts warrant. I fully admit that, as the Magistrate states, the discipline in the Comilla school is defective, and I agree with an opinion of the Deputy Inspector, Comilla, expressed to me privately, that if the Comilla zilla school was properly driven, the Mogultali school could not keep open three months. Still the Comilla zilla school is in a much better state than it has been for many years past, and the result of the last entrance examination is a very creditable result, considering that the present head-master has had the school only three years. At Noakhali a private "middle" English school has been opened in the station at very low fees, which has attracted a number of the boys in the lower classes of the zilla school. The Noakhali zilla school never was so strong as at present, taking the number of boys in the

Reports of Inspectors of Schools.

four upper classes, and the general standard in those classes; and I mention this fact to show that great caution should always be exercised in drawing conclusions from educational figured statements, as *on paper* the Noakhali zilla school appears declining.

I do not consider there is any reason to deplore the existence of the private higher schools in zilla stations. If they can, without any Government aid, keep on their legs in competition with a highly subsidized Government school, that is a full and sufficient justification for their existence. I believe they rarely could do this if the Education Department had the entire management of the zilla schools, *i.e.* I believe a staff of masters could be transferred to a contested position like Comilla, who would surely shut up the Mogultali school. But I do not particularly wish to shut it up; though neither I nor, I believe, any person with any experience in the Education Department would ever give Government grants to two schools of the same class close together and competing.

6. There are great complaints of the crowds of imperfectly educated English-knowing babus spoilt for all productive labor, and keenly pushing for karani work: half of whom hardly can possibly get such employment, the other half idling at their homes in the villages and fed by their relatives. It is the private higher English schools of the station that produce this class beyond all other kinds of schools, and it is an anomaly that I have never been able to fathom that those Englishmen who are most warm about the over-supply of half-English-knowing babus are often the loudest in praising these private higher schools unduly in comparison with the Government schools.

7. On the whole, I consider higher English education is steadily advancing in the Chittagong division, and that the zilla schools are in a healthier state than at any time since I came here in 1866.

8. In the expenditure of Government in the table (A), I have taken out the survey teaching cost as a special item. For the year under report too it only attached to one school, Chittagong, where the expense during the year was Rs. 511: there were also some considerable bills for instruments, the cost of which will come into the current year's account.

It is early to speak of the surveying results. I have not been satisfied with the progress in the zilla schools of the Dacca division, and I have lately issued a circular to the zilla schools concerning the teaching of surveying, which is here copied.

"There exists in some zilla schools a misapprehension that the teaching of surveying is provided for by the appointment of a special surveying teacher, and that the ordinary staff of teachers has nothing to do with the matter.

"The peripatetic surveying teacher is more particularly intended to teach the boys the field work, and to instruct them in the so-called 'drawing,' *i.e.* the construction and lettering of handsome map-work. For this his visit of three months may be highly advantageous, provided that the boys have already been properly brought forward in geometry and the theory of surveying, so that they are in a position to profit by his teaching, and so that the special teacher's time and efforts may not be wasted in teaching elements which every man of ordinary education in mathematics is supposed able to teach.

"The first three teachers in every zilla school are supposed fully qualified to take the boys through the first 100 pages of Fadlun's Men-uration, also through the two chapters on surveying, also to teach the boys plotting to scale and construction of geometrical figures. This at least may be considered as part of the ordinary school work. Many of the older zilla school teachers have also learnt plotting from field books and had some practice in field work.

"The zilla school requires a large stock of in-door instruments to carry this out properly, *i.e.* compasses, scales, heavy rulers, protractors, thick paper, proper pencils, India-rubber, Indian ink, &c.

"The zilla schools also require large roomy solid tables and properly lighted rooms, which they have not generally got at present, but I am bringing the subject under the notice of Government."

The main features of it were:—

- 1st.—That the ordinary zilla school teachers should teach surveying as part of the regular work, and that they should not attempt to give a professional education in it, but should teach only the in-door work.
- 2nd.—That every zilla school must be provided with a large well-lighted room, with solid flat tables sufficient to accommodate 20 to 30 boys at work at the same time on plotting and drawing.
- 3rd.—That each zilla school should be supplied with compasses, scales, &c., sufficiently to permit the whole of either of the two upper classes to work at once.
- 4th.—That money should be spent in substantial money prizes for proficiency to the boys rather than on special teachers. If there are good prizes to be got, teachers will soon spring up, and it is much safer to pay for results.
- 5th.—The peripatetic teachers should take the boys into the field, show them the use of the instruments, and do the utmost they could to give the boys an impression of the practical nature of the work: but should not be expected to turn the boys out qualified as professional surveyors.

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9. The middle English education is tested by the minor scholarship examination, of which the subjoined table shows the results:—

DISTRICTS	Number of middle English schools which competed at the minor scholarship examination.	Number of boys who competed.	Number of boys passed.	Number of scholarships obtained.
Chittagong	2	4	2	2
Comilla	4	22	15	3
Noakhali	2	6	3	.

These scholarships were distributed almost entirely by the marks throughout the Eastern Circle, *i.e.* Chittagong division was allowed very little advantage in competing with Dacca, on the ground of being educationally backward; Dacca obtained 13 scholarships and Chittagong 5, which is not greatly out of proportion to population; Dacca passed 70, Chittagong 20, also not greatly behind; but Chittagong division is more behind than these figures indicate. There are a few excellent middle English schools in the division, as Puttia and Brahmanbaria, which keep up a good show in the competitive examination; but the middle English schools of zilla Chittagong are, as a whole, very poor. The Magistrate of Chittagong is prepared to throw them over and abolish them. That was my feeling in my first tours as Inspector of Schools, but I now feel that any school almost is better than no school, that no good is ever done by abolishing schools, and that the right plan is to keep patiently on improving them little by little.

10. The middle vernacular education is tested by the vernacular scholarship examination. The subjoined table shows the results for 1873:—

DISTRICTS	Number of schools of all kinds which competed at the vernacular examination.	Number of boys who competed.	Number of boys passed.	Number of scholarships obtained.
Chittagong	3	12	8	3
Comilla	16	63	9	3
Noakhali	13	19	28	6

In this examination a certain number of scholarships were reserved territorially for Chittagong division, so they afford no test for comparison with Dacca division; but, the pass standard is the same in both divisions, and whereas Dacca passed 495, Chittagong passed 74 only. Chittagong Division is here sadly behind, and Chittagong zilla especially so.

11. There was formerly a great difficulty in supplying well-trained pandits to Chittagong zilla, as the Dacca normal school pandits do not in general like to serve so far away from home. The normal school was accordingly moved from Comilla (in which zilla the Dacca normal school boys are generally glad to serve) to Chittagong. The supply of pandits in Chittagong is considered to have been hereby improved, but the school can never be said to have flourished in Chittagong. The head-master, though a man of integrity and great ability, is chiefly wrapt up in Sanskrit, and has not been a very popular head-master. If Government retains one normal school in Chittagong (which the Magistrate recommends) a new head-master would be appointed, and I should hope to see a greatly enlarged school.

12. The new rules for minor and vernacular scholarships promulgated on 5th October 1872 make two very important changes (among other things)—1st, no school is in future to get more than two scholarships; 2nd, the teaching of geometry is to be altogether dropped, and the standard in pelicotetics lowered in order to teach surveying.

The first proviso appears aimed with the object that there shall in future be no good vernacular schools; the second seems to proceed on the oft-tried and oft-discarded plan of trying to run before you can walk.

The three station vernacular schools of Chittagong, Noakhali, and Comilla have been excellent schools. I found the Chittagong (Mirahiya) first class in January last completely broken up by the rule above quoted. Several boys, I was told, had gone down into villages to read a year there, so as not to be disqualified for taking scholarships.

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At the Noakhali vernacular school a still more extraordinary result had been produced. The new scholarship rules have raised the limit of age for the vernacular scholarship from 14 to 15. So the head-master of Noakhali had got in his first class four or five heavy boys (who would be disqualified for scholarships in 1874 by age) reading the easy scholarship course for 1873; and in the *second* class he had got 15 good boys reading entirely generally. The head-master told me that out of his five or six heavy boys he could certainly secure *two* scholarships, and that he was keeping back all his prime lads who could be "ready for anything" in 1874, when he hoped the restriction of two scholarships for each school could be removed.

73. One of the greatest difficulties in measuring the effect of any of the changes lately ordered is, that hardly any one of these changes has come fully and *bona fide* into operation. In spite of all that can be said, the people will regard them as mere temporary interruptions of the legitimate course of nature. This unfortunate idea, which has been strengthened by the permission of subsequent modifications in the orders of Government, has produced very lamentable results.

A rule was issued forbidding the teaching of Sanskrit in zilla schools. This was afterwards modified so far that the boys of the three first classes might learn Sanskrit provided there were not less than 10 boys in the class who desired to do so. At Noakhali there are 14 boys in the third class, 12 in the second, and 3 in the first. The boys in the third and second classes have elected to learn Sanskrit, and are doing so. Next year there will probably be not more than 7 or 8 boys in the first class (the whole of a class can rarely be removed, and the upper classes fine off smaller), and consequently those boys who have been on Sanskrit two years will be compelled to read Bengali after all for their university entrance examination, or, more probably, will in some way or other be driven to evade the orders of Government. I do not believe these boys would ever have risked, under their circumstances, the commencing of Sanskrit, had they not calculated on some further change or overruling of the Government orders. In cases of this kind the position of the Inspector is a most harassing one; all he can do is to talk; and what line he is to take to the expectant teachers and boys with a due regard to truthfulness, has sometimes taxed my utmost ingenuity to devise.

In short, the time has passed for these compromises; the heel of Government should be set firmly down; Sanskrit should be abolished in all Government schools, and any Government pundit found giving private lessons in Sanskrit should be at once dismissed the Government service.

14. The circle schools have been fairly successful *hitherto* in the Chittagong division, but they are now invaded injuriously by the primary pathshalas. The guru of a circle pathsala who has to teach up to the standard of the third class of a middle vernacular school, obtains only Rs. 0 to Re. 1½ per month Government pay; the guru of a primary pathsala who has to teach the barest rudiments, obtains Rs. 2½ to Rs. 5 per month Government pay. Hence it is almost compulsory on every guru of a circle pathsala to apply for a primary school grant for his pathsala and break up the circle.

It is clear that circles cannot thus stand. The Magistrate of Comilla proposes to break up the circles and add the circle money to the primary pathsala grant; the Magistrate of Chittagong proposes to give the circle pathsala gurus Rs. 2½ per month Government money, being the minimum (practically) of a primary school grant.

I entirely approve the Magistrate of Chittagong's view, and have written a letter to Government recommending the adoption, (virtually) of his plan throughout the East Bengal educational circle. The fact is that if we keep all the middle schools we have got, the number of schools of one class, the primary, will still be so preponderating that the general standard of education will be sufficiently watered down.

15. The old pathshalas are the class formerly called Bhudev indigenous schools, of which only 7 had been established in the Chittagong division previously to 30th September 1872. They were intended to teach a considerably higher standard than that proposed for the new primary schools, and they generally do so, sometimes teaching up to the standard of the middle class schools. It must be understood, however, that all schools are classed according to the highest class they contain: the old middle schools and circle schools classed as middle, because they taught up to the vernacular scholarship standard generally, had a small proportion of boys in the upper classes, and the lowest class commenced from the very rudiments of writing.

16. Hence, previously to 30th September 1872, though the proportion of primary schools shown was small, the proportion of primary education was very large.

The present return (E) for the Chittagong division shows that out of 12,970 school-boys for whom particulars have been obtained (and those for whom particulars have not been obtained may safely be set down as all in the primary stage), 11,283 are in the primary stage of education; and considering the 8,081 boys in the new pathshalas to be all in the primary stage, we shall have in other schools a large majority of boys in the primary stage, as is undoubtedly the case, though the argument here drawn from the figures must not be pressed as capable of any accuracy.

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Looking at the matter another way: of 4,157 boys at schools on 31st March 1873 under the four heads A, B, C, D (*i.e.* the old schools), at most only 235 were in the upper stage and 1,475 in the middle stage of education. This is considerably understated, because the 993 boys in unaided schools (Albert, Mogultali, Bogola, &c.) contain a considerable number of boys who have emerged from the primary stage.

17. We are now in a position to estimate what has been effected by the new primary pathshala grant of 30th September 1872. Between 1st January 1873 and 1st April 1873 it has added 8,081 boys at school (almost all in the primary stage) to the 5,150 who were at school before in schools aided or under inspection. These boys were in 276 schools, nearly all of which were new schools. In the district of Noakhali the number of boys at school was raised at a blow from 887 to 3,435, exclusive of the "unaided schools," of which many would be pathshalas culled into being by the hope of getting a primary grant. Nearly half of the new school boys were Muhammadans. And this effect was produced in what we have always hitherto considered a backward zilla, with a population prejudiced against education. The people have in fact everywhere welcomed cordially the new schools; they are everywhere ready to learn writing and native accounts entirely at the Government expense. I have always thought they were, but the success of the new primary schools in such districts as Noakhali and Cachar has been beyond my most sanguine expectations.

18. The Secretary of State has repeatedly laid it down that a purely Government system of schools should not be established here, and that Government should merely aid local efforts. So it would appear that the new primary schools are a departure from orders at head-quarters. But they are no more so than the old circle schools, which were Government schools in all but name; but you will see that something was collected in them under the head of fees, whereas in the new primary schools the people generally resist fees, telling the guru that he is paid by Government and ought not to ask a fee. I have been clamouring for the last six years for more circle money (*i.e.* more Government lower class schools), and never could get a pice. I think it must now be clear that there is hardly any limit to the spread of schools as long as Government pays; and that either the Magistrate, a police darogah, or an Inspector of Schools, who wields the Government purse, can show much the same results.

19. From the money returns it appears that out of Rs. 6,000 granted for primary schools up to 31st March 1873, only Rs. 1,073 were actually spent by that date; but no mistaken conclusion must be drawn therefrom. Ten of the schools were established before January, and consequently only drew one month's pay in the final year ended 31st March 1873, instead of four months' pay, as provided by His Honor in the minute of 30th September 1872. There was a mistake made by Government regarding the last half lakh for primary schools entrusted to the Educational Department to distribute in July 1872. Very little of this money was actually drawn before 30th September 1872, and Government thought the Education Department supine in the matter; but though not much money had been drawn, all the schools (and in fact more than all) to take the money had been started. The delay in drawing the money arose chiefly because Government saddled the half lakh with the condition of a cross reference to another department; and it was not of much importance, as the schools knew that the grants could afterwards be sanctioned with effect from the date on which they actually got to work.

So in the distribution of this new primary fund, all the money disposable was virtually assigned in Comilla and Noakhali by 31st March 1873, and not half the money was assigned in Chittagong; but the Magistrate in Chittagong had really got more schools by that date than were at work in either of the other zillas.

20. The course of instruction in the new primary schools is in a majority of cases confined to the pathshala course as contemplated by His Honor in the minute of the 30th September 1872. But this is by no means universally the case, and the new primary schools are not even at starting more homogeneous than other classes of schools. In a large number of the new pathshalas the arithmetic is more or less Anglicised; and it must be so, for even the old-fashioned men are conscious that the English arithmetical methods are more powerful, and some of them teach rule of three.

In the interior of Noakhali, near Begamganj, I visited two new primary schools, Eklashpur and Marishwari, in one day. At Eklashpur there was a Hindu guru; more than half the boys were Musalmans. Only two boys could read a little, the rest were not out of the writing stage, and half were very young boys, quite beginners. This pathshala was very near the type conceived by His Honor, but even here all the boys above the very young must have commenced their education somehow before the date of 30th September 1872.

At Marishwari nearly every boy was a Musalman, and the teacher a Musalman also. The first bazar arithmetic questions proposed the boys worked out duly by rule of three in the latest approved form. I then gave them the three sides of a triangular field, and the first two boys evaluated \sqrt{s} . $s-a$. $s-b$. $s-c$. This was an extreme case; there was nothing resembling a pathshala about the place; the boys were all sitting up on benches and reading. The point which I desire to urge (and on which I have insisted before) is, that it is as

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impossible as it is undesirable to keep down the standard of a school. Where the boys have once got confidence in rule of three, it is quite hopeless to try to persuade them to go back to Bengali practice: where the boys know that the Bengali rule (square of the quarter girth) gives the area of a triangular field grossly wrong, it is no use forbidding them to use the correct rule. I would recommend that every case where a school holding a primary grant reads above the pathsala standard should be treated with great leniency: the proportion of schools of very low educational standard is sufficiently overwhelming. But as laid down by the Director with reference to the pathsala grant of July 1872, every school that accepts a pathsala grant should be bound to provide pathsala education for all classes.

21. The question will have suggested itself—how did the Muhammadan boys of Marishwari get their education? The primary pathsala had been open but a few weeks when I visited it, and they certainly did not get it there. I have now visited a good many of the new pathsalas, some in jungly and very out-of-the-way places, and I have found very few cases where all the boys were beginners. Generally half the boys had arrived at a stage which on the tedious Bengali system takes boys usually two years to reach.

I have been long aware that there existed in this country a vast indigenous education, but these new primary schools have astonished me, and several of the Deputy Inspectors of Schools have told me that they have been surprised too. We can never have appreciated at all the extent of this indigenous education, which appears to exist generally among the Muhammadans as well as among the Hindus. It is true that in the new pathsalas the great mass of the boys come, not from the lowest social class, but from the lowest but one, still the amount of useful education abroad, not represented in any of our educational figured returns, must be enormous. I have questioned some of the lower class Muhammadan boys how they learned to write, and the general answer is that they learned something at home from a father or uncle—less seldom they say they learnt in a shop.

22. We are thus somewhat prepared for the statement of the Deputy Inspector of Chittagong, that in the central populous parts of that Muhammadan zilla there is hardly a village that does not contain at least one pathsala. This is also the opinion of Kailas Chandra Sen, some years Deputy Inspector of Schools there, and the Magistrate of Chittagong appears fully to accept the statement, and goes so far as to say that probably there were hardly any boys in the new pathsalas up to 31st March 1873 who would not have been at school had the new pathsala grant not been sanctioned. The success of these new pathsalas has been so unexampled, that the detractors of the Government scheme now depend solely on the assertion that all the boys brought newly into school by the primary grant of 30th September 1872, would have learnt their writing and native arithmetic at home without any interference or expense by Government, and that in fact a large number of the boys brought into the new pathsalas had previously learnt to write and cipher up to the standard of their years.

There is a very large element of truth in these assertions, though I do not consider that it forms any serious impeachment of the wisdom and value of the grant given for pathsalas on 30th September 1872. I cannot believe that so large a sum of Government money has been spent on this class of schools without imparting a great stimulus to primary education. We have certainly got a large number of gurus teaching, who would not be teaching but for the grant of 30th September 1872. We have also a large number of gurus beating up boys and starting schools in hopes of getting their share of Government pay. Of the younger boys who have been brought as beginners into the new pathsalas, I must believe that even on the date, 31st March 1873, a large number would not have commenced their education at all but for the new grant.

23. It must also be remarked that this indigenous domestic education was of a very limited and unimprovable character. The boys learnt to write and do some simple accounts; they much more rarely learnt to read; and when they are brought into the new pathsalas, and a book put in their hand, we have already commenced raising the standard of education. And by once getting these boys in large numbers to schools, we have made a great step to improving their education further. We now have got them where we can get at them.

24. There has been considerable discussion concerning the permanence of these new pathsalas, whether, when the novelty wears off, the boys will stay. I think they will, or if not, I think as long as the gurus have Government pay depending on it, they will sweep a succession of little boys into their pathsalas and so diffuse a knowledge of writing and accounts more widely than if the stream was less rapid. Whether the elder boys will stay on is a more doubtful question; I think many of them will. We have a considerable number of older boys come to the new pathsalas who can already write and keep accounts up to their standard of practical utility; but they come to school from an irrepressible desire to learn something more. It may be as difficult to prove altogether from first principles that advance of education is a good as that advance of civilization is a good; but the two things have the common property, that when once set going retrogression is generally impossible. Those who allow themselves to be once drawn into the stream have neither the will nor the power to get out.

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25. The opinion advanced formerly by the Magistrate of Mymensingh, that the pathshalas are the proper place for the Muhammadan boys, has received unequivocal confirmation from our experience with the new pathshalas. The Muhammadans come into these schools, if not in proportion to their population, yet in such large and increasing numbers that I think it is clear that we need take no trouble to devise any other special schools for them. Great pains have been taken to get as many Musalman gurus as possible, but I incline to the belief that where a Hindu guru can be got, as generally he can, who teaches better than any Muhammadan guru procurable, the Muhammadans prefer the Hindu guru. Among the lower class of Muhammadans and Hindus of East Bengal I see very little of the antipathy of race, and I would be very careful to do nothing to encourage the growth of such ideas. Instead of giving primary grades to maktab, I think it is much better to start national schools, *i.e.* pathshalas, where the education is altogether secular. The Muhammadan boys will attend these as we see, and they generally also attend a maktab, where they get their religious education. I see no objection but every advantage in this state of things.

26. As regards the upper and middle classes of Muhammadans the Government of India has finally ordered that the encouragement to them shall be limited to keeping an extra teacher or teachers of Arabic and Persian at the Chittagong school. This of course will effect nothing; but I do not think there is any large body of Muhammadans of the upper and middle classes in East Bengal and I do not wish to propose anything else.

The returns appended for the Chittagong division show the boys at school on 31st March 1873 to be—

Hindus	8,086
Musalman	4,351
Total	12,437

27. Female education is at a low enough point in the Chittagong division. There is one private (and strictly religious or conventual) school for Peringli girls connected with the Catholic Church at Chittagong. There is an aided school at Noakhali station attended by half-a-dozen female infants, the daughters of the Deputy Inspector of Schools and one or two of his friends.

I have long held that there should be no female infant schools in this country, or at least that Government should not aid them.

1st.—They are exorbitantly expensive.

2nd.—They sit irregularly. Neither the pandit nor the parents in general care whether the girls are pushed on or no. What they care for is generally the Government grant or the fame of a girls' school.

3rd.—The girls being thus neglected, taught only an hour or two with numerous holidays and little zeal, the standard attained is extremely low. If a girls' school can show one or two girls who can read Bengali fluently, this is a great result.

4th.—The infant girls, at least of the lower classes, play about all day with the boys, and therefore it is difficult to see what reason there is for infant girls' schools at all, or why they should not read in the boys' schools.

The returns for the year ended 31st March 1873, for the Dacca division, show at least 250 girls reading in boys' schools, and I hope this plan, the advantages of which are so very obvious, may extend. The girls are carried on with the boys, and cost nothing extra. The Director of Public Instruction sanctioned some time ago the giving a reward to every head pandit for every girl he can produce who shall read and understand easy Bengali (say Bodhoday). This sanction requires advertisement, and a large increase in the amount. I would recommend for the current year Rs. 20 per girl reward; the rate would of course be reduced in future years as the number of girls becomes larger.

Government grants-in-aid might still be given to adult girls' schools open to inspection, though both in England and America the whole tendency at present is in favor of mixed schools for all ages.

28. Reviewing at one glance the education of the division, I consider the present prospects encouraging. The higher schools are all improving, the grant-in-aid funds have just received a very large increase, sufficient to enable the District Committees to give aid to all deserving schools, the new primary schools have been established with complete success, and the number of boys at our schools more than doubled in three months.*

* The paragraphs from 29 to 41 are the same as paragraphs 21 to 33 inclusive in the report for the Dacca division printed above pp. 156-160—W. S. A.

Reports of Inspectors of Schools.

11. In the different district reports the names of persons are brought forward to whom the cause of education has been greatly indebted during this year. The liberality of Moharani Surnamiao extends over all Bengal. Adjoined is a table showing the amounts given by her to various schools in this division, which reached this office in the year under report :-

Districts	Names of Schools.	Amount.			Total.		
		Rs.	A.	P	Rs.	A.	P.
NOAKHALI	{ Baratala pathsala	...	20	0 0			
	{ Lamchar ..	...	20	0 0			
	{ Chandpur pathsala	...	20	0 0			
	{ Harishpur ..	...	20	0 0			
	{ Khilpara ..	...	20	0 0			
			<hr/>			100	0 0
CHITTAGONG	... Parakora		20	0 0
COMILLA	{ Muradnagar	20	0 0			
		...	20	0 0			
			<hr/>			40	0 0
Total		..		.		160	0 0
						<hr/>	

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E.

Return showing the Class of Instruction in all the Schools in the Chittagong Division in the month of March 1873.

	No. of pupils in the schools on 31st March 1873.	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached the standard required for entry into the 1st and 2nd classes of schools for the University Entrance Exams. Well prepared pupils are usually two years in the stage	Comprising all pupils who are not named in the third column amount to 1334. Well prepared pupils are usually four years in this stage	Comprising pupils who have not attained the standard for entry into schools and reading the vocabulary. In this stage pupils are usually four years in this stage	Comprising pupils who have not attained the standard for entry into schools and reading the vocabulary. In this stage pupils are usually four years in this stage
		1	2	3	4
Boys	12,070	23	1,475	14,02	6,08
Girls	23			3	20
Total	12,093	23	1,475	14,05	6,10

Abstract Return of all the Schools in the Chittagong Division for the year ending 31st March 1873, arranged as in Table I of last year's Education Report

		Number of schools	Fees and fines	Government grant	Total subscription &c	Total cost	Number of scholars on 31st March	Average daily attendance
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class	Government	4	404 10 6	868 15 11	750 15 0	1100 0 11	517	441
	Unaided	2	110 10 0		158 0 0	389 1 9	319	317
Middle Class	Government	7	276 10 6	2,206 4 9	275 0 0	3,077 1 3	214	174
	Aided	67	607 7 0	800 1 9	7,331 2 3	21,141 2 0	2,700	2,408
	Unaided	13	102 3 0		1,000 4 0	2,100 4 0	511	502
Lower Class	Aided	11	405 12 6	570 15 4	475 4 0	1,450 0 6	339	300
	Pathshalas	288	2,296 0 0	1,011 6 7	1,803 6 11	5,112 4 0	8,000	6,008
	Unaided	5	11 1 0		12 0 0	3 1 0	113	8
Normal	Government	2		190 5 1		190 5 1	60	68
	Aided		1 0 0					
Girls	Aided	1		165 2 6	254 13 3	408 0 0	8	6
Total		394	20,816 0 6	11,111 11 1	12,272 2 11	50,800 0 0	11,233	10,321

Reports of Inspectors of Schools.

REMARKS BY MR. H. HANKEY, OFFG. COMMISSIONER OF CHITTAGONG.

1. PARAGRAPH 5 of the Circle Inspector's Educational Report.

Of the Government zilla schools in the Chittagong division, the Noakhali school appears to have done best in the entrance examination, one boy having passed in the first grade and three in the second grade. The Inspector has therefore good grounds to remark that the Noakhali school never was so strong as at present.

2. The Comilla zilla school stands next in the list. When the present Commissioner first joined this division the backward state of the school attracted the notice of His Honor, and the Commissioner thought it advisable to call for periodical reports from the local committee showing the progress made by the school. It appears that the school began to show progress under the present head-master until after some months the progress reports were done away with. The Inspector says that the discipline of the school is defective, but cannot help admitting the progress made by the school under the present *regime*. He thinks the result of the late entrance examination is very creditable. In 1870-71 none of the first class boys in the Comilla school were deemed fit to go up for the entrance, in 1871-72 three were successful, and in 1872-73 five have been successful. This is a sure indication of progress.

3. The Chittagong zilla school has not been able to compete with the other two zilla schools in this division. The simple explanation of the decline seems to be that the head-master has relaxed his energies, and does not evidently pay the same close attention to his duties as he did when he first joined the post. Transfer of the head-master to some school in the Dacca division is advisable. I say to the Dacca division, because his pay is Rs. 150 a month, whilst that of the head-master of Noakhali school is Rs. 100 and of the Comilla school is Rs. 200. He cannot therefore be sent to either Comilla or Noakhali, the salaries being unequal; and it would be deplorable if the salaries of the head-master of this division were revised, because the present scale is gradual, and the head-master on Rs. 100 can now look to the appointment on Rs. 150 as a prize appointment, and the head-master on Rs. 150 can look for promotion to the post on Rs. 200. The salaries, as they are at present, are well fixed. Under the heading of examinations Mr Clay says: "The Deputy Inspector's report shows steady improvement in the district performances as regards the university entrance examination. This is probably owing to the difficulties with which the Government school has had to contend, which have caused it to lose ground, while the success of the Albert school students has not been such as to bring up the district results to a satisfactory figure. Both the boys who passed in 1871-72 were from the Government school, and of the six who passed last year one only belonged to the Albert. The one scholarship was also awarded to a student of the Government school. In 1870-71 the results were better as regards the number of boys (8) who passed, but none obtained a scholarship. The improvement during the year under report, as compared with the previous year, is satisfactory, and encourages the hope that still better progress may be made this year."

4. The statement showing the result of the late entrance examination in the Inspector's report gives the number of boys passed in each grade, but not the scholarships. Under the recent scholarship rules, two second grade scholarships and six third grade scholarships have been allotted by Government to the Chittagong division. Of these 8 scholarships, one second grade scholarship was given last time to a boy of the Noakhali school and another second grade scholarship to a boy of the Mogultali school, three third grade scholarships were given to three boys of the Comilla school, two third grade scholarships to two boys of the Noakhali school, and one third grade scholarship to a boy of the Chittagong school. These scholarships are distributed according to the merits of the boys who succeed in the examination. For instance, a boy who gets the largest number of marks in this division gets a second grade scholarship, and the next to him in this division also a second grade scholarship, and the other six below the two boys above referred to get the other six scholarships of the third grade.

5. Paragraph 7 of the Inspector's report.—This is exceedingly gratifying. In 1871-72 only 6 boys passed the entrance examination from the Government schools in the Chittagong division. In 1872-73, 14 boys have passed the entrance examination from the Government schools.

6. Paragraph 8 of the Inspector's report.—Table A shows that there were 399 schools of all descriptions in this division, containing 6,241 pupils on the rolls on 31st March 1873. Of these, 8,104 are Hindus, 4,351 Muhammadans, 64 Christians, 169 Buddhists, and five others, leaving a balance of 238 pupils not accounted for in the returns. Of the teachers, 386 are Hindus, 72 Muhammadans, 3 Christians, 3 Buddhists, and 2 others.

7. The above represents the number of schools under the inspection of the educational authorities. Besides the schools mentioned above, there are unsaid schools not under the inspection of the educational officers. As the Lieutenant-Governor attaches much importance to information regarding education beyond the means of inspection of educational

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officers, I give some statistics of this class of unaided institutions. In the district of Chittagong about 107 Bengali pathshalas, 110 Persian or Arabic maktabas, and 20 Sanskrit *tôls*, were reported to exist in 1871-72, but in the year of report the police have furnished a list showing 954 schools (pathshalas, maktabas, &c.) not returned in the education reports, and even this return is not supposed to be complete. In the district of Noakhali there are 46 maktabas, 7 Sanskrit *tôls*; and the Deputy Inspector reports that the unaided pathshalas have greatly merged into our primary schools. The pathshalas which were heretofore existing without grants-in-aid have now been aided under the new primary school scheme and thus brought under inspection. In the district of Tippera there are 79 pathshalas, 14 Sanskrit *tôls*, 116 maktabas. These unrecorded schools in Tippera contain about 3,623 pupils.

8. Paragraph 8 of the Inspector's report regarding surveying. A survey class was established in the district of Chittagong in July 1872. The Magistrate of that district reports that the attendance in the survey class was on the whole good, though the numbers fell off from the original figure when the more difficult part of the work commenced. The falling off was chiefly in the boys of the 3rd and 4th classes, none of whom attended after September; whereas the attendance of boys of the 1st and 2nd classes was on the whole better after that month. The number of out-students was greatest in September, but at the close of the year it was one more than in July, when the class was started. Field work could not properly commence till November, in which and the following month instruments were received. There are no Muhammadans among the out-students, who are mostly Government servants drawing less than Rs. 50 a month. The survey teacher will shortly move to another district in the division, as the course of instruction in Chittagong is nearly over.

9. Paragraph 9 of the Inspector's report — The new rules regulating the allotment of the minor and vernacular scholarships will take effect in 1873. Under these rules a sum of Rs. 3,600 will be available for these scholarships in the Chittagong division, viz —

Rs. 1,500 for Chittagong.
 „ 1,500 for Tippera
 „ 600 for Noakhali.

10. The Magistrate of Chittagong has given his reasons at full length for abolishing middle class English schools, but the Inspector is of opinion that these schools should be improved little by little rather than discontinued. The Magistrate's remarks are: in my last year's report I expressed my opinion that as a rule, anglo-vernacular schools in the interior are a mistake, and that they would do more real good if they confined their attention to the vernacular and cognate subjects. I have found no reason to alter this opinion, and the anglo-vernacular aided school at Fatikeberi, which I visited during the year appeared to be just as far an example of the working of these schools as that at Sitakund, which I instanced in my report last year. The result of my inspection as regards the higher subjects was most unsatisfactory. The Deputy Inspector himself says (paragraph 15) that the teachers are men of very inferior qualifications. Except at the Puttia and Padua schools, there is not a single man who holds an entrance certificate."

11. From the amount of local support accorded to them, it appears that this class of schools is popular with a certain section of the community, and at first sight this may seem to be an argument against interfering with them. And with regard to the inferior quality of the teaching, it may be urged that they are after all no more than preparatory schools, through which boys pass up into the more advanced institutions at head-quarters. I believe they are chiefly supported by what may be called the *undular* class, men whose sole object in learning English and assisting others to learn it is to get Government employment of some kind for themselves or their neighbours. Considering how overstocked the market already is with English-knowing natives, it seems to me that by encouraging this desire for English instruction we are doing the boys real harm, inasmuch as we are educating them for an occupation that most of them are never likely to get, and preparing them for a career that is already overcrowded with competitors. I think we should endeavour to discourage the indiscriminate teaching of English in grant-in-aid schools; and with this end in view, I would insist on the managers of at least some of the schools discontinuing the English and devoting their attention to vernacular subjects. If they refused, the Government grant should be withdrawn. I am told that this could not be done under the rules as they now stand, but they could easily be revised.

12. It is perhaps probable that many, possibly all, of the schools so treated would collapse, but this might be no real misfortune. It would diminish the number of our schools on paper, but I doubt if the educational prosperity of the district would suffer. If any school ceased to exist on the elimination of the English portion of its course, it might fairly be inferred that there was really no sufficiently local demand for a school of its class, seeing that it had only been kept alive by the inclusion among its subjects of the language which is generally supposed to be a passport to Government employ.

13. If there were not a simple anglo-vernacular school in the interior, the natives anxious to learn English would still have reasonable facilities for doing so in the higher

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schools at head-quarters; nor need poverty be any bar to the advancement of really promising lads, as they could come up with scholarships. But as observed in last year's report, I would of course make exceptions. Schools like those at Puttia and Padua are doing, or may be made to do, good work, and one or two such institutions in the interior, if properly kept and well looked after, might be allowed to remain.

14. The Collector's remarks open out a very wide field for discussion, in which there is plenty of room for many varieties and shades of opinion. The Magistrate reprobates the zeal for education when based on the narrow object of getting Government employment by means of it. Now, in the first place it is not only Government employment that is sought after, but employment of any kind; and experience proves that such employment is easier to be got by a candidate knowing English than by a candidate that does not. Mr. Clay thinks the market is overstocked, and he would therefore put every obstacle in the way of a further supply.

15. In the next place, are not Mr. Clay's views somewhat Utopian? Though not expressly so stated, he evidently expects the tree of knowledge to be tapped for the sake of its own fruit. He would have education sought after for the pure love of knowledge, and not with the baser motive of getting a livelihood by it. I am afraid most of us were compelled and actuated by the baser motive, and I think it is therefore more wise and practical to accept the situation and make the best of it.

16. Mr. Clay would therefore abolish all, or nearly all, the middle class English schools in the interior; Mr. Clarke on the contrary would improve and reform them; I declare unreservedly for Mr. Clarke, and think his opinion is more wordly wise of the two.

17. Paragraph 10 of Mr. Clarke's report.—No remarks.

18. Paragraph 11 of the Inspector's report.—The future treatment of normal schools generally is pending the decision of Government. The normal school at Chittagong is supposed or reported to supply a want much felt in the district, viz. that of getting a sufficient supply of capable teachers for vernacular schools in the interior. The Magistrate thinks the abolition of the normal school, or its reduction to the status of a guru training school, would be a step in the wrong direction, and in fact it would

19. The guru training school, which has been set up very recently, would train up masters for pathsalas, but not teachers for vernacular schools of higher status. The students of the Dacca normal school do not wish to come to Chittagong as pandits, and if the normal school at Chittagong were abolished, there would be a scarcity of pandits for middle vernacular schools.

20. Paragraph 12 of Mr. Clarke's report.—The new rules should have a fair trial before they are condemned, though I fear some of them will require modification. I do not understand the rule limiting the number of scholarships in any particular school, and I think the old rule was preferable.

21. Paragraph 14 of the Inspector's report.—Mr. Clarke's recommendation regarding the Government grant of Rs. 2½ per month to the circle pathsala gurus will, I hope, be sanctioned.

22. Paragraph 15.—No remarks.

23. Paragraph 17 and following paragraphs.—The remarks recorded under this heading are full of interest, and the Inspector's opinions on all points are in perfect accord with my own. The success of the primary grant system has undoubtedly been triumphant, and forms matter for sincere congratulation. I do not altogether share in Mr. Clarke's surprise regarding the amount of indigenous education that must have been going on throughout the country; for I have often been struck in the course of riding about the country at the number of places and odd corners where a few urchins were huddled together endeavouring to master the mysteries of writing on strips of leaves.

24. *Pathsalas*.—There were 12 old pathsalas called Bhudeb's indigenous schools in the whole division before the primary school system was inaugurated by His Honor. These schools contained 278 pupils. Since the introduction of the new scheme for the diffusion of primary education, 276 schools have been established, the number of pupils being 8,081. In Chittagong, 15 schools with 1,512 pupils; in Noakhali, 94 schools with 2,548 pupils; and in Tippera, 137 schools with 4,021 pupils. The Magistrate of Chittagong reported in last month that 67 more schools have received grants since the close of the year up to date of his report (*i.e.*, 24th June 1873). Although the Hindus predominate in these schools as in other schools, still the Muhammadan population appears to have been fairly represented. The Inspector, in concurrence with his deputies, asserts that the pupils attending primary schools do not belong to the lowest class, but the lowest but one. To give some idea of the proportion of Muhammadans and Hindus in these pathsalas, I make the following extracts from pathsala reports.

25. Of 1,477 pupils in 44 pathsalas in Chittagong, 876 are Hindus, 368 Muhammadans, and 233 Barua Mughls. The nationality of the pupils of the other pathsalas in Chittagong has not been specified.

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26. The Magistrate of Noakhali, reporting on 5th May 1873, said that 86 pathsalas and 17 maktabas in his district contained 2,727 pupils, of whom 1,168 are Hindus, 1,522 Muhammadans, 33 Christians, and 4 Mughls.

27. The Magistrate of Tippera reported on 2nd April 1873 that in 157 pathsalas, including maktabas, 4,566 pupils are Hindus, 2,431 Muhammadans, and 20 of other creeds.

28. The Magistrate of Chittagong reports that the following zemindars have co-operated in setting up primary schools :—

Guna Miji Raoli of Harbang

Maulvi Nazir Ali of Ramu.

Babu Hara Govind Muchadi of Pahartali in Raojan

29. The Magistrate of Tippera mentions most prominently the name of Babu Ananda Prasad Ráy of Serail, who is reported to have subscribed to eight co-operative schools, and to have also bestowed a scholarship of Rs 3, to be held by a boy from the eight schools.

30. The Magistrate of Noakhali says that the only zemindar who assisted materially in the establishment of pathsalas was the Raja of Bhullua, whose estate is under the Court of Wards.

31. Classes for the training of the gurus have been opened at the sadar stations of Chittagong and Noakhali, and the opening of a class for the same purpose at Comilla is still under consideration.

32. There are no primary schools in the Hill Tracts of Chittagong; but as Rs. 600 has been set apart by the Commissioner for the promotion of primary education in the Hill Tracts, the Inspector proposes to start primary schools in the hills experimentally as early as possible, *i.e.* as early as the Deputy Commissioner is able to pay attention to the matter and set them going. When the Inspector was at Rangamatia he says he saw two hill Burmese lads nearly grown up who knew no English, but were stated to have a useful knowledge of Burmese and arithmetic, and that these two lads expressed their willingness to open schools *in their own villages*.

33. Under the recent resolution a sum of Rs. 5 is the maximum pathsala grant, but the Inspector throws out a very important suggestion, that Government may be requested to extend the maximum limit of grant in the Hill Tracts.

34. The Inspector says that he would also certainly try as an experiment the other plan of encouraging some Buddhist priests in their educational labors by giving them something from the primary school grant. Mr. Clarke says that he learnt, when in the hills, that these priests can write a letter and can keep simple accounts, and that if so, they are qualified as *gurus*. Under His Honor's primary school scheme, Mr. Clarke thinks they certainly are competent to be useful as teachers if they are willing, and he would give them a trial.

35. I concur with the Inspector's remarks recorded in the two preceding paragraphs. The primary allowance grant should certainly be doubled for the Hill Tracts, as everything there is dearer, and money has not the same value as in the plains. If the other suggestion is feasible, it might certainly be tried as an experiment, but the whole system of imparting instruction through the medium of phungyis is pending the receipt of a further report from the Deputy Commissioner. The Government has sent a printed copy of a report on monastic schools by the Director of Public Instruction, British Burma, and has invited further suggestions from that officer.

36. Paragraph 27.—I do not clearly understand what the Inspector calls infant female schools. In England we should expect to find a school composed of little things that could scarcely toddle, but the Noakhali girls are certainly, if my memory serves me right, several grades above that. I visited the school in December last, and think I was fairly satisfied with the result, small though it was.

37. My experience of girls' schools is of a more favorable nature than Mr. Clarke's, for I have seen several schools where certainly most of the first class girls could read Bengali fluently enough and pass very creditable examinations in elementary geography and history, not to speak of proficiency in needle-work handicraft.

38. I have had no experience whatever of mixed schools in this country, but if practicable, I should be disposed strongly to advocate their cause, and the Inspector's proposal to offer money rewards for female proficiency in the vernacular has my fullest approval.

39. Paragraph 29 and subsequent paragraphs.—The Inspector bitterly laments the introduction of what he terms the duplex forms of Government, and points his finger on several serious defects.

40. His description of the elaborate procedure that has to be gone through in the appointment department on the occurrence of a vacancy makes one's brain almost reel again to read; it requires something of a mathematical head to take it all in. All I can say is, that if it is not a very hypothetical case, if it gives a correct description of what practically takes place, this part of the arrangements will not work, and must be substituted for something more practical. I am bound, however, to state that so far as my experience goes of vacancies that have happened in the Chittagong district, no difficulty whatever has occurred, and the vacancies have been filled up without delay or dispute.

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41. As a rule the Inspector is better acquainted with the qualifications of the officers in the department, and I imagine all officers and district committees would be only too glad to avail of his advice and experience. Patronage would be virtually, if not nominally, in his hands, and unless any one objects to its being in the hands of those most qualified by reason of better acquaintance with the candidate, I do not see what objection there is to its being left there.

42. If this be so, what objection stands in the way of the Inspector drawing up at the commencement of each six or twelve months an anticipatory list of candidates, with his recommendation for filling up any ordinary vacancies that may occur, e.g., such as the following, only amplified. A much more perfect system might be elaborated, but this will serve to give some idea of my proposal.

43. We will suppose there are three district committees at C, at N, and at T, in a division, and we will also suppose that the Inspector lays down an anticipatory scheme showing the manner in which a vacancy in each teachership is to be filled in. For instance, he writes to the committee at C that in the event of

<i>A vacancy occurring within a year in the</i>	<i>Is to be filled up</i>
Head-mastership of school C, Rs. 150 pay,	By promotion of head-master of school N, who gets Rs. 100
Second mastership of school C, Rs. 75 pay,	By transfer of second master of school T, who draws Rs. 75, or promotion of second master of school N, who gets Rs. 50
Third mastership of school C, Rs. 40 pay,	By promotion of fourth master of C, Rs. 30 pay.
Fourth mastership of school C, Rs. 30 pay,	By promotion of fifth master of school C, Rs. 25 pay.
Fifth mastership of school C, Rs. 25 pay,	By promotion of head-master of aided school at village X, in zilla C, who draws Rs. 20 pay.

The Inspector writes at the same time to the district committee at N that in the event of a vacancy occurring within a year in the head-mastership of school C, it has been resolved by him (the Inspector) that the head-master of school N is to be promoted to that post, and that the

<i>Vacancy in the</i>	<i>Is to be filled up by</i>
Head-mastership of school N, Rs. 100 pay,	Promotion of second master of school C or T, each of whom draws Rs. 75
Second mastership of school N, Rs. 50 pay,	Promotion of third master of school T, who gets Rs. 40; third master of school C is unfit for promotion, and third master of school N has inferior claims to third master of school T.
Third mastership of school N, Rs. 30 pay,	Promotion of fourth master of school N, Rs. 25 pay.
Fourth mastership of school N, Rs. 25 pay,	Promotion of head-master of aided school at village Y, who gets Rs. 20.

Suppose that the Inspector also furnishes a similar list to the district committee at T in the following form:—

<i>Vacancy within a year in</i>	<i>To be filled up by</i>
Head-mastership of school T, Rs. 200 pay,	Promotion of head-master of school C, who gets Rs. 150 pay
Second mastership of school at T, Rs. 75 pay,	Transfer of second master of school C, or promotion of second master of school N.
Third mastership of school, salary Rs. 40,	Transfer of third master of school C, or promotion of third master of school N, who gets Rs. 30 pay
Fourth mastership, Rs. 30 pay,	Promotion of fifth master of school T on Rs. 25 pay.
Fifth mastership, Rs. 25 pay,	Promotion of sixth master of T, who gets Rs. 20.

If the Inspector furnishes each committee in a division with copies of these lists, then they will know, on the occurrence of a vacancy, what the Inspector means to recommend, and put the Inspector's proposal to vote. If agreeing, they will notify their assent to the Inspector, and if disagreeing, they will give their reasons of dissent, and refer the matter to the divisional Commissioner for his decision.

44. I am equally opposed to a duplex system of administration properly so called, as Mr Clarke appears to be. In fact, I imagine a system of administration "in which nobody can do anything without consulting somebody else, and then referring to some third authority,"

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can have no firm supporters. The real question is whether this is a correct description of the administration that is intended. At first the machinery may require plenty of grease. Numerous flaws and defects doubtless will be discovered, which will require to be removed and corrected, but the main question is whether no administration is possible which places the civil authorities at the head, without reducing the educational department to a cypher, which in fact allows ample scope for each without constituting a system which is open to the defects of a duplex system.

45. I differ entirely from Mr. Clarke in thinking that any special department or specially trained men are unnecessary, and that the Magistrates are fully competent to manage all schools in Bengal without this assistance. I differ equally from him in thinking that if a special department is considered necessary to be maintained, it must be absolute in its authority, practically uncontrolled, and virtually independent of any authority; in fact what it was previous to the inauguration of the new system. I think I may opportunely reproduce my remarks of the change recorded in my annual general report.

46. "The subordination of the educational department to the district officer will I believe, be fraught with good. At first I was inclined to fear that it was putting too much on the Magistrate, and that from having already more on his shoulders than he could do justice to, any additional work could not but be ill performed."

47. "If, however, the Commissioner and Magistrate are discreet I have no reason to fear this result now. If they give the Inspector his full influence and authority, treating him as their confidential adviser in all educational matters, working through them and by them, instead of in semi-antagonism, the result must, I think, be good; it will be the educational department strengthened by the district officer and his power, instead of the educational department supplanted by that authority. The distinction between the two is very marked and significant."

48. Paragraph 34 and subsequent paragraphs.—The subject deserves the most serious consideration. Whatever else happens, by all manner of means let us avoid even a tendency to confusion or complication in the accounts. Nothing can be more seriously important than this.

49. Account-keeping is a specialité, and all rules on the subject should be laid down under direct authority of a skilled accountant, who would be in a position at all events to guarantee the perfection of a system. Amateur accountants should be avoided. It is clear from the Inspector's remarks that the existing system is unworkable, that nothing beyond nominal supervision is possible under it, and that it must be superseded by something more practical. Let Mr. Woodrow undertake the inauguration of its successor, and put the whole system on a proper footing. One thing that strikes me, partly in connection with the subject and partly with reference to other remarks dropped by the Inspector, is, whether we are not expecting too much from him. No officer can possibly be in two places at once. It is desirable that the Inspector should travel and be a good deal on the move; it is very necessary for him to be a great deal at head quarters. How to reconcile the two, how to make the impossible possible, is the problem to be solved. In no way that I can think but by strengthening the office. Would it not be worth while to give him a reliable assistant?

50 Paragraph 11.—In

<i>Chittagong</i>		Rs	A	P
Fenight Bazar school		162	10	0
<i>Noakhali.</i>				
Begunang school	...	25	5	0
Noakhali girls school		20	0	0
Dalil Bazar school		10	0	0
Sandip school		50	0	0
<i>Tippera.</i>				
Mogultah school	..	110	0	0
Tippera Madrasah		100	0	0
Total		507	15	0

addition to the sums here noted, the Maharani has indirectly given the following up to the date of this report, July 1872 I say indirectly because they have been distributed by me from a charitable fund placed at my disposal by the Maharani. They have been chiefly given in aid of purchase of furniture, maps, and other necessary articles for school use; and whenever possible, I have endeavoured to act on the principle of only assisting those who made some honest endeavours to help themselves, and usually made subscriptions of an equivalent sum to the intended grant an essential preliminary to its being given.

51 Besides the above grants, the 7 principal schools in the division were supplied with sets of cricket things, a gift which was greatly appreciated. This reminds me to mention

that cricket things used to be supplied by Government, and for some reason or other are not now. I think the manly game should be encouraged by every means possible. In the district of Tippera the boys of all classes have taken to it greatly. The Magistrates have all evinced the most creditable interest in this new department, and I have personally inspected all the chief schools of the district and several minor ones.

52. I cannot conclude these remarks without expressing my sense of acknowledgment to the Inspector, Mr. Clarke, for the ability and energy that he has brought to bear upon all matters connected with his department. A series of fortuitous circumstances prevented us effecting a meeting in the cold weather, but I have derived the greatest benefit from his advice, which has on all occasions and subjects been cheerily and promptly given.

*Reports of Inspectors of Schools.***DISTRICT REPORTS—CHITTAGONG DIVISION.****CHITTAGONG.**

1. The area of the district of Chittagong is 2,717 square miles and the population 1,127,402.

The greater part of the sub-divisions of Puttya and Satkania is flat : and the population throughout the district is dense wherever the ground is level. At the mouths of the principal rivers the lines of tilas running nearly north and south appear to fall back from the sea, but elsewhere the strip of flat populous country between the sea and the first line of tilas is often very narrow.

The population is mainly Muhammadan. The Mughls of the plains (*i.e.* Mughls properly so called and not Hill Burmese) are numerous in the southern Cox's Bazaar sub-division, and Mugh villages are frequent in valleys within the tilas nearly throughout the eastern part of the district.

This district has been long reported as rich in indigenous education of a low class, but grant-in-aid schools have not extended hitherto very rapidly here. The Government model schools have always done well in Chittagong, and the few circle pathshalas very fairly, so that the Deputy Inspector has been for years past clamorous for more Government pathshalas.

The total ref n of schools in the district was—

	Schools	Pupils on 1st March	Government expenditure	Gross expenditure	Cost per head to Govern- ment.	Cost per head altogether
			Rs.	Rs.	Rs. A	Rs. A
For year ended 31st March 1872	30	1,552	11,468	19,164	7 2	12 5
For year ended 31st March 1873	88	3,512	10,419	23,785	2 15	6 12

The boys at schools under return are now about 3 per 1,000 of the population ; but as the returns do not include any figures for the hundreds of maktabas and indigenous pathshalas known to exist, this result is deceptively low.

2. The zilla school has rapidly recovered its numbers, which during the year have increased from 130 to 199. This is attributed partly to the lowering of the fees, partly to the appointment of a survey teacher. At the last University Entrance examination five candidates out of ten passed which is a fair result, and the educational standard of the school is certainly rising.

The high school has been abandoned for want of funds, as Government declined to subscribe anything towards it. The Magistrate thinks that as so much money is allowed the High schools of Cuttack and Gowhatty, something might be allowed to Chittagong also for a High school.

The Normal School is not in a satisfactory state: partly because the head master is not well qualified to teach the present Normal School course, partly because the decision of Government regarding retention of these Normal School is still undeclared. The Magistrate urges that this decision should be given one way or the other speedily. If the school is retained, a new head master may be put in charge. The Magistrate hopes that the school will be retained not as a mere guru-training school, but as a Normal School for pandits; and remarks that the Dacca Normal School pandits are unwilling in general to serve in Chittagong, which was the consideration which originally caused the education department to transfer this school to Chittagong.

The four Government vernacular schools have worked satisfactorily during the year, and show an increase in numbers from 123 to 140.

3. The middle schools receiving grants-in-aid are 13 English and 3 vernacular. The number of pupils in these has increased from 593 to 780 in the course of the year under report. In Chittagong there has always been a lack of well qualified English teachers for these schools, and they are (except Puttya) not very satisfactory, only three of them in fact being able to send in a candidate to the minor and vernacular scholarship examinations. The Magistrate is aware now that in many cases the English school cannot be replaced merely by a vernacular, and he is prepared to throw up absolutely the inferior Anglo-vernacular schools.

For myself I would sooner endeavour patiently to improve them little by little. Those infussil schools do not (I think) largely contribute to swell the number of imperfectly educated Babus who struggle for the lower Government clerkships. It is the private English-teaching schools in the stations that produce such an enormous number of half-educated

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Babus. I calculate that the Albert School in Chittagong effects more in this line than all the poor little mofussil Anglo-vernacular schools in the district. And these mofussil Anglo-vernacular schools give a considerable amount of elementary and vernacular education.

4. The four circles placed in Chittagong containing 12 pathsalas show no improvement in number of students during the year: the reason being that here, as in other zillas, they are invaded hurtfully by the new primary schools, as explained clearly in detail by the Deputy Inspector and Magistrate. As pointed out by the Magistrate some modification of the circle school arrangements in paying the gurus is now required.

5. The grant for new primary schools in Chittagong under the minute of 30th September 1872 is Rs. 500 a month, or supposing Rs. 600 appropriated to the hill tracts is Rs. 450 a month. The people of Chittagong were quite as anxious to get this money as were the inhabitants of other zillas, but less was actually carried out in Chittagong in placing out the money than in any other zilla in my circle up to 31st March 1873. Up to that date, indeed, no school received one pice of the grant. A scheme for distributing the disposable Rs. 150 a month between 150 pathsalas was drawn out. Of these 150 a large proportion were pathsalas already existing which it was proposed to encourage and bring under inspection and improvement by giving them small grants: of these small grants-in-aid few were sanctioned by the Magistrate previously to 31st March 1873. The 41 pathsalas which received sanction for allowances from the primary school grant were mostly new schools altogether and in the sadr sub-division, and they absorb altogether monthly but Rs. 147 out of the Government grant of Rs. 450 disposable. As has been stated in the education annual reports for years past, zilla Chittagong stands exceptionally high in the general diffusion of indigenous education; the Deputy Inspector states his belief that there is hardly a village in the central thanas at which there is not one pathsala at least. And the Magistrate goes so far as to say that "at present at least there is no reason to believe that more boys attend school than would have done had no primary school grants been given." Nothing like this has been reported by any other District Officers, either in the Chittagong or the Dacca division, and I think it must be an extreme view to take of matters in zilla Chittagong. The Deputy Inspector remarks that "the new grants have been a very great encouragement to the village gurumakshays, and this encouragement will very certainly multiply largely the village pathsalas * * *." When these schools are more numerous, there will be more boys, and consequently some who would not learn to read under former circumstances will be found in the school." The Deputy Inspector, however, doubts if any effect had been produced up to 31st March 1873, and indeed no money whatever had been paid up to this date; and probably the Magistrate's remarks are only intended to reach as far as this.

The Deputy Inspector shows in detail that the new pathsalas are in general attended by about the same classes of students socially as were the old. And it appears that five-sixths of Hindu students belong to the three upper castes.

The Muhammadans come in fair numbers to the pathsalas and the Magistrate decides that it is much better to give Government money to no maktabas, but to have only *national* schools. I entirely concur in his views.

A guru-training class has been for many months opened at the Chittagong Normal School. Few Muhammadans have joined and hardly any gurus from the outlying districts who were especially wished and encouraged to join.

6. The police provided lists showing 951 schools (pathsalas, maktabas, &c.) in Chittagong not returned in the education reports, and this was believed to be far from a complete return.

7. As to the much-disputed-over Albert School in the station; it seems at present to be doing good work by stimulating the zilla school teachers to a healthy competition. Sir Cecil Beadon originally suggested, as the zilla school-house was too small, and Government was not prepared to enlarge it, that the fees at the zilla school should be raised, so as to incite the people to start a private school, and thus relieve the pressure for space at the zilla school. All this was duly carried out and the opposition came in to being which is now represented by the Albert School. If at any time the zilla school should really succeed in living down the Albert School altogether there will be immediately required large additional buildings at the zilla school.

8. With regard to the Magistrate's suggestion about Muhammadan schools, I need merely remind you that the orders lately received from the Government of India preclude the establishment of a sectarian school for Muhammadans at Chittagong, but direct that additional instruction in Arabic and Persian shall be provided at the Chittagong high (i.e., now zilla) school.

9. The Barna Mughls are a most interesting class, and I quite share the Magistrate's desire to afford them the means of education in Burmese and English which they appear so well inclined to accept. But with our experience at Ranganmatia before him, I wonder that the Deputy Inspector should have given the Magistrate hopes that a man can be got up from

Reports of Inspectors of Schools.

Akyab (or Rangún) competent to teach English and Burmese and to take charge of virtually a Normal School at Cox's Bazaar for Rs. 35 a month. The market for English teachers at Akyab may be easier than it was, but our Rangamati teacher was got at Rs. 70 and the Director of Public Instruction in Burma at the time told me that we were very fortunate to catch any man of his attainments for less than Rs. 150 per month. Whether, however, the proposed Normal School cost much or little, I should be very glad if Government is able to provide the extra cost, and I think the Magistrate's report shows sufficient grounds to support an application for such a school.

Chittagong Division—Chittagong.

Statistical return of all the Schools in the Chittagong District for the year ending the 31st March 1873.

CLASS OF SCHOOLS	Number of Schools	NUMBER OF PUPILS IN THE ROLLS		Average age of pupils	PUPILS LEARNING			RECEIPTS F (M)			COST OF EDUCATING EACH PUPIL					
		On 1st March	Monthly average		English	Bengali	Persian	Arabic	F	M	T	Expenses	To Government	Total Cost		
A—Government Schools	Higher	1	220	177	220	220		R	A	P	R	A	P	R	A	P
	Middle Vernacular	4	140	110	140		4 37 0	3 3 5 1	0 4 0 0	1 342 6	3 360 2	5 19 12	7 33 1	4 33 1	4	
	Normal	1	15	17	15		1 0 0	1 1 5 0	3 1 0 3	1 4 0 0	0 342 13	8 0 12	4 12 10	2 115 12	115 12	
B—Government and Schools	Middle English	14	602	400	207	602	13	2 4 8	4 0 3 0	550 15	0 1 42 3	3 11 13	5 2 12	3 7 0	4 33 1	4
	Middle Vernacular	9	174	107	174		944	46 2 4	6 4 0 3	0 550 15	0 1 42 3	3 11 13	5 2 12	3 7 0	4 33 1	4
C—Circular Schools	Middle Vernacular	9	249	274	249			46 2 4	6 4 0 3	0 550 15	0 1 42 3	3 11 13	5 2 12	3 7 0	4 33 1	4
	Lower	3	106	84	106			46 2 4	6 4 0 3	0 550 15	0 1 42 3	3 11 13	5 2 12	3 7 0	4 33 1	4
D—Old Pathshalas		7	179	146	179			420	2 4 0 0	1 03 2 0	1 0 1 1	432 12	0 432 12	0 1 4 4	2 3 3	3
E—New Pathshalas		45	1512	1332	1512	30	1	2 0 0	4 0 1	7 0 0	1 22 1	0 43 3				
G—Unannexed Schools		2	21	279	21				3 0 4 7	0 2 4 0	3 5 7	3 214 13	0			
Total		66	3512	111	513	342	43	66	13 46	3 0 4 7	0 1 42 3	3 11 13	5 2 12	3 7 0	4 33 1	4

Reports of Inspectors of Schools.

B.

RETURN OF RACE.

Return of Race of Pupils of the Schools in District Chittagong, on the rolls on 31st March 1873.

	Bengalis	Eurasians.	Mughls.	Hindustani.	Panjabis.	GRAND TOTAL.
HINDUS—						
Brahmans	300	.....	...	.....	...	.....
Khetris or Kshetris ... ..	.....	.....	.....	4	1	.....
Vaidyas	209	.....	...	...	.....	.....
Kayasthas	1,103	.....	...	...	.....	.....
Nabasaks	153	.....	...	...	.....	.....
Kaibarthas	24	.....	...	...	.....	.....
Sonarbaruas	67	.....	...	...	.....	.....
Other castes above the lowest	261	.....	.....	...	...	.....
Domes, Chundals, Haris	45	.....	.....	...	...	.....
Total of Hindus	2,252	.....	...	4	1	...
MUHAMMADANS—						
Shins	1	.....	.....	...	.....	...
Sunis	846	.....	...	.....	...	.....
Total of Muhammadans	847	.....	...	.....	...	.....
CHRISTIANS						
Roman Catholics ... ..	.....	14	.....	...	.....	...
BUDDHISTS						
.....	.....	.....	394	...	...	.....
GRAND TOTAL	3,099	14	394	4	1	3,512

C.

RETURN OF RACE.

Return of Race of Teachers of the Schools in District Chittagong, on 31st March 1873.

	Bengalis.	Mughls.	Total.
HINDUS—			
Brahmans	28	.....	.....
Vaidyas	22	.....	.....
Kayasthas	59	.....	.....
Nabasaks	3	.....	.....
Other castes above the lowest	2	.....	.....
Total of Hindus	114	.....	.....
MUHAMMADANS—			
Sunis	18
CHRISTIANS—			
Protestants	1
BUDDHISTS			
.....	2
GRAND TOTAL	133	2	135

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RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools in District Chattanooga for the year ending 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

[illegible]

Reports of Inspectors of Schools.

[illegible]

Creed of Masters.

Pupils belonging to the Upper Classes	Hirudo	Mutuum	C st	Others	Total
Intro ditto	27	2	1	1	21
Ditto ditto Middle	181	90	11	51	176
Ditto ditto Lower	951	829	3	90	1783
Total	2257	947	14	94	3312

Reports of Inspectors of Schools.

NOAKHALI.

1. The area of the district of Noakhali is 1,557 square miles, and the population 713,934.

The district is almost uniformly good rice land with a well-to-do dense population; but it has hitherto been unprolific in schools. The people are almost Muhammadans, and therefore did not avail themselves largely of grants-in-aid. They always welcomed fairly the few circle pathshalas and model schools.

The total return of schools in the district was—

	Schools	Pupils on 31st March.	Government expenditure.	Gross expenditure.	Cost per head to Government	Cost per head altogether
				Rs.	Rs. A.	Rs. A.
For year ending 31st March 1872	30	936	5 42	9,522	5 10	10 2
For year ending 31st March 1873	115	3824	5,867	12,608	1 8	3 4

Less than half the primary school allotment for the year ending 31st March 1873 was drawn before that day, which makes this result somewhat too favourable.

The boys at schools under return are now upwards of 5 per 1,000 of the population.

2. The zilla school contains 103 boys, and is perhaps the very best zilla school (quality not quantity considered) in Bengal. It sent up four candidates to the last Entrance examination and passed one in the first, three in the second division, none in the third, none plucked, nor has any candidate from this school been plucked since 1869. The result is highly creditable to the teachers, especially to the head-master.

The number of Muhammadans in the school is 16, somewhat a growing proportion of the whole school. The head-master remarks that as two-thirds of the population of Noakhali is Muhammadans, the zilla school cannot be a large one till education spreads among the Musalman population, which the head-master thinks will be an ultimate consequence of the extension of primary education.

There are in this district placed two of the old Government so-called model schools, which are pushed out as pioneer schools in the islands of Sandip and Hatia, and have been fairly successful.

3. The grant-in-aid schools are not numerous and are much below the standard attained in Barisal for instance. During the past year they have gone on "much as usual" both as to numbers and performance in examination.

4. The three circles containing ten schools are spoken of by the Deputy Inspector with much satisfaction.

5. In this district (Noakhali) the new primary school grant has raised the number of boys at school from 860 up to 3,400 at a blow. Up to 31st March 1873 there had been established 96 schools (of which 61 were entirely new schools) containing 2,518 boys, of whom 1,392 were Muhammadans. The yearly Government primary school allowance being Rs. 4,200, these 96 schools will cost annually about Rs. 3,600. That the Magistrate has been able to establish so many schools with the money, is because many of them are chargeable half on the new pathisala grant, half on the wards' estates. Mr. Harvey has also come forward most liberally in support of primary schools on the estates under his charge.

Chittagong Division—Noakhali.

A.

Statistical Return of all the Schools in the Noakhali District for the year ending the 31st March 1973

CLASS OF SCHOOLS															Number of schools		Number of pupils on the rolls		Average age of pupils on the 31st March		Tupis learning					Expenditure for the year		In-cum from			Cost of educating each pupil		Number of girls attending in the schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
															On 31st March		Monthly average		on the 31st March		Bengali					Sanskrit					Hindi					Tibetan					Vedic					Rs		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P		Rs A P	

Chittagong Division—Noakhali.

E.

Return showing the Class of Instruction in all the Schools in the Noakhali District, in the month of March 1873

		UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
	No. of pupils in the schools on 31st March 1873	Comprising pupils who have reached standard and equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholars' course. Pupils are usually four years in this stage.	
		1	2	3	4
Boys	1802	15	362	1014	2417
Girls	2			2	20
	1824	15	362	1016	2437

Abstract Return of all the Schools in the Noakhali District for the year ending 31st March 1873, arranged as in Table I of last year's Education Report.

		Number of scholars	Fees and fines	Government grant	Total subscription	Total cost	Number of scholars on 31st March	Average daily attendance
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class	Government	1	123 12 0	2210 0 0	24 15 0	5287 4 0	103	102
Middle Class	Government	2	102 15 3	95 4 6		578 3 9	96	16
	Aided	20	1237 12 3	2217 0 0	1970 7 6	7266 7 0	446	134
	Unaided	9	599 15 9		812 4 0	1211 15 9	270	264
Lower Class	Pathshalas	97	333 1 0	242 1 9	1064 15 5	1440 2 2	2002	2130
	Unaided	5	11 1 0		42 0 0	54 1 0	113	98
Girls'	Aided	1		103 2 6	251 13 3	408 6 6	8	6
		135		2700 8 0	4109 7 2	12445 8 8	3824	3440

Reports of Inspectors of Schools.

CHITTAGONG HILL TRACTS.

The area of the Chittagong Hill Tracts is 6,882 square miles, and population 69,607.

The district consists almost wholly of long ridges of hills running mainly north and south, with narrow valleys between them. The eastern half of the district is a jungle of lofty trees almost uninhabited: the population is mainly along the two chief rivers—the Karnaphalli and the Sangu, and in the western valleys.

The total return of schools in the district was—

	Schools	Pupils on 31st March	Government expenditure	Gross expenditure	Cost per head to Government	Cost per head altogether
			Rs	Rs	Rs A	Rs A
For year ended 31st March 1872	1	77	1,127	3,617	45 6	46 11
For year ended 31st March 1873	2	70	1,013	4,153	57 5	59 6

No primary school grant was sanctioned for this district previous to 31st March 1873.

The boys at schools under return are now little more than 1 per 1,000 of the population.

2. There are only two schools in the district, both Government schools: one placed at Rangamatia the station of the district, and called a Normal School because it has been hoped to supply teachers, the other at Manicksari classed as a middle English school, and perhaps better described as a lower English school.

Government has lately intimated that the present large allowance to Rangamatia cannot be continued, unless within a couple of years some teachers are produced.

Many hill boys are boarded at these schools at the Government expense, and they can hardly be said to attend of their own free-will.

These two schools have remained much in their present state for several years. I talked over their position in February last with the Deputy Commissioner, and we agreed that in the peculiar circumstances of this district we did not see how at present any considerable improvement could be devised in their constitution.

The Rangamatia school has turned out many boys with such a useful knowledge of English that they have obtained Government employ in the district; and there has in fact been such a demand for boys with even a smattering of English that their early employ in Government service is alleged by the head master Rangamatia as one reason why the educational standard of the school cannot rise.

3. The "orders of the Inspector" quoted in the Deputy Inspector's annual report were only meant to imply that each boy should obtain the elements of education first in his mother tongue, assuming the Chakmas to speak a dialect of Bengali, and should afterwards (if he liked) take up English. I believe the Deputy Commissioner wished that if a Hill Burmese commenced a second language, it should be English and not Bengali.

4. The new primary school grant made no allotment to the Chittagong Hill Tracts, but about the end of the year under report, it is believed Rs. 600 was reserved from the general grant to Chittagong for attempting primary schools in the Hill Tracts. Nothing has been done in the matter up to date, but the Deputy Commissioner does not think the matter hopeless by any means.

Chittagong Division—II II Tracts

A.

Statistical Return of all the Schools in the District Hill Tracts, Chittagong, for the year ending 31st March 1873

Grades of Schools		No. of schools	Number of pupils in the schools			Length of the school year			Average length of the school year	Cost of education per pupil			
			On 91st March	Monthly average	Average of pupils in the 51st May	Length	Length	Length		Cost of maintenance	Cost of instruction	Total	
A Government Schools	Matth. English	1	10	18	1110	11	16	1018	85 12 0	120 1 0	110 1 0	11 1 0	1 01 0
	Normal	1	1	1	101	3	4	18	670	0 7 110	30 7 110	0 7 110	0 0 0
	Total	2	20	19		34	20	118	1088	85 12 0	150 8 110	110 1 0	11 1 0

13

RETURN OF RACI

Return of Race of Pupils of the Schools, in District Hill Estates, Chittagong, on the rolls on 31st March 1873.

M	HAMMADANS	Bangs	Arsene c	ILLI RI	Lye	Cou a.	M l	(r f l i	(R A N T I I
S		1					.		
I	11 118		1	3	1	3	11	10	
I	11	1	1		1	6	14	1	7

RETURN ON RACI

Return of Age of Teachers of the Schools, in District Hall Street, Cambridge
31st March 1873

	1971	1972	1973	1974
Vegetables				
Kayashas				
Total of Hindu				
Buddhists				
Total				

Reports of Inspectors of Schools.

I).

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in all the Schools, in District Hill Tracts, Chittagong, for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

[illegible]

LOWER CLASSES OF SOCIETY OF THE MASSIS				
	Service Government	Realized Property	Agriculture	
	Government servants on less than Rs. 20 a month such as compounders, soldiers, constables, chandalis, peons, pails, butalandzes, chuprans, dars, dars, messengers, thin dars, maddies, beatmen, gunners, fishers, sonner, rocks, tufors, jalka, benis, buters, bar shes, punda, pullers, cochimen, syces, elephant drivers, grass cutters, shikaries, duffies, blusties, khumsams, khumats, gais, ayas, wash men, milters, and old or servants on regular pay	Holders of realized property whose income is less than Rs. 50 a year	Cultivators, gardeners, small ryots	Total of the three classes in the massis
Mulimmedanis	1			1
Others	15	2	41	58
Total	16	2	41	59

Summary.

	Muslims	Others	Total
Inputs belonging to the Upper Classes		2	2
Ditto ditto Middle		9	9
Ditto ditto Lower	1	58	59
Total	1	69	70

Lord of Masters.

Hindus	4
Others	1
Total	<hr/> 5

Chittagong Division—Hill Tracts.

E.

Return showing the Class of Instruction in all the Schools in District Hill Tracts, Chittagong, in the month of March 1873.

	No. of pupils in the schools on 1st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached 1st and are equivalent to that of the 1st and 2nd classes of a school teaching the Universal Latin and Greek. Well prepared pupils are usually two in the stage.	Comprising all pupils who are not enumerated in the other column numbered 1 to 3. Well prepared pupils are usually four or five in the stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholar ship course. Pupils are usually four years in the stage.	Can read, write and understand every sentence in their mother tongue.
		1	2	3	4
Boys	70		17	41	1

Abstract Return of all the Schools in District Hill Tracts, Chittagong, for the year ending 31st March 1873, arranged as in Table I of last year's Education Report.

	Number of schools	Excess and deficit	Government grant	Local subscriptions &c.	Total cost	Number of scholars on 1st March	Average daily attendance
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Middle Class—Government	1		955 15 9	120 0 0	1 055 15 9	16	18
Normal Government	1		3 027 1 10		3 027 1 10	51	1
Total	2		4013 1 7	120 0 0	4133 1 7	67	1

Reports of Inspectors of Schools.

COMILLA.

1. The area of the district of Comilla is 2,655 square miles, and the population 1,533,931.

The district is in general rich flat soil, only a small portion of the eastern edge being invaded by tilas. But, as compared with the neighbouring districts of Dacca and Barisal, Comilla has never been fruitful in schools. The station of Comilla has acted as one educational centre, and the Brahmanbaria sub-divisional station as another, and except in the neighbourhood of these the schools have hitherto been few and generally not very good.

The total return of schools in the district was—

	School.	Pupils on 31st March	Government expenditure	Gross expenditure.	Cost per head to Government.	Cost per head altogether.
			Rs.	Rs	Rs. A.	Rs. A
For year ended 31st March 1872	11	1,717	6 109	17,6 3	3 13	10 1
For year ended 31st Mar 1873	177	5,825	6,316	18,797	1 1	3 3

The primary school grant for the year under report was hardly any of it drawn before 31st March 1873, which makes the cost for the year ended on that day appear unduly low.

The boys at schools under return are now nearly 4 per 1,000 of the population.

2. The zilla school contains 194 boys and at the last University Entrance examination passed 5 candidates successfully out of 12 sent up. The present head master has been at Comilla about three years, and the school both as to numbers and success in examination is doing much better than for many years previously. It is nevertheless not going so well as it should, and the Magistrate reports neglect of duty by the head master. Owing to some inadvertence, no report by the District Committee has reached me from Comilla, and the Magistrate's report (which serves in lieu) does not contain any report by the head master of the zilla school, which is required under the new rules to be appended to the district report *in extenso*. It may be perhaps more just therefore to say no more about the head master till he has had his due say.

3. The aided schools are few for so large a population, but though no new grants have been given during the fiscal year under report, the number of boys attending has increased materially.

4. The circles are 4 containing 10 schools, which show a large increase in attendance during the year, and appear to have been on the whole doing good work. The Deputy Inspector points out in his report clearly why the new primary schools press on the circles and threaten them with destruction, as is the case more or less in most other districts. The Deputy Inspector proceeds to suggest that the circle allowance might be transformed into an additional pathsala allowance (thus getting more schools for the money), and the Magistrate calls on me to express my opinion on this proposal. It so happens that previous to 30th September 1872, I myself applied to Government for permission (and obtained full power) to transfer circles into pathsala grants; but I think the case has been much altered since 30th September 1873. There have been added since that date nearly 300 pathsalas in Comilla, which addition must have diluted the average character of the education in Comilla very heavily, and I would rather now advise the Magistrate to keep all the middle class schools going that he possibly can. In a circle of three pathsalas, it often happens that only at one is there found a first or a second class; but the circle obviously still offers to every pupil middle education, and there is in each circle a fully competent pandit placed, a man widely different from the pathsala guru.

5. The new primary schools have been not less successful in Comilla than elsewhere: 137 schools having received Government grants up to 31st March 1873. From the Magistrate's report of 31st May 1873, it appears that by that date 161 schools had received grants, using up virtually the monthly allowance sanctioned by Government minute of 30th September 1872, and that 175 other pathsalas were applying for grants. The Deputy Inspector's report shows—

On 31st March 1872, 1,747 boys at school. On 31st March 1873, 7,979 boys at school, but of this latter large number, some 2,000, were in maktab and tōls, and doubtless were attending on 31st March 1872, but not enumerated.

As regards the social class of the boys attending the new primary schools, the Deputy Inspector thinks they do not differ so much in class as in numbers from those who attended the old pathsalas, and he thinks that to bring at once the lowest social class to school

Chittagong Division—Comilla.

nothing less than compulsory enactments will suffice. The caste return shows that out of 2,800 Hindu boys at school only 200 were low caste boys, but this caste return is not complete as regards many of the new pathshalas.

6. The Deputy Inspector thinks that to bring in the Muhammadans largely it will be necessary to have the Koran taught in the primary pathshalas. And the Magistrate proposes, if he gets an additional primary grant, to expend it mainly in aiding maktab with the same object.

I have adopted a different view. I think it in the highest degree unadvisable to establish a system of sectarian schools. In the pathshalas the Hindus and Muhammadans read together, and in Comilla the Muhammadans have joined the pathshalas in very full proportion—not in proportion to the gross population, but in proportion to that part of the population which is above the lowest social class, and which forms the school-going population. Even if this were not so, I should be very unwilling, in order to get the Muhammadans a little more quickly to school, to depart from the secular principle of education here in Bengal. The maktab is essentially a religious institution, and the Muhammadan boys in Dacca who attend a maktab in order to learn the Koran very generally attend also a pathsala to learn writing and arithmetic. In the villages I think it is infinitely better to set up a pathsala, a national school, than to aid the maktab. In these they will always put their zeal into the Koran, and their teaching of writing and arithmetic will be very often eye service. In the tols, of which formerly a few took grants-in-aid, we never could make any real advance in introducing into them the teaching of the rudiments of useful knowledge.

The Deputy Inspector is quite right, I believe, in his opinion that the Muhammadans have not the least objection to a Hindu for a guru.

7. There are no girls' school in Comilla, and I quite agree with the Deputy Inspector that the absence of infant girls' schools is little to be deplored.

But I do not think the plan of giving prizes for examinations of caged women has done or is likely to do much good. And I certainly would wish Government to keep very clear of it, as in this country the sanction by Government of the caging system (so it would be interpreted) will do infinitely more harm than any good to be got by educating prisoners. In the Dacca division we are now getting considerable numbers of infant girls into the boys' schools. I think this an excellent plan, and propose to give every head pandit a substantial prize for every girl he can produce to read and understand easy Bengali (Bododhay).

Reports of Inspectors of Schools.

A.

Statistical Return for the School year ending 31st March 1879

CLASS OF SCHOOLS	Number of schools	Number of pupils		Average age in the first March	Pupils by religion						Government grant for the year	Receipts from				Expenditure	Cost of educating each pupil		Number of girls attended in the schools (classified by boys' schools)		
		On first March	Monthly average		English	Hindu	Sikhs	Muslim	Aryas	Fees		Donations	Total	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.		Cost of G. vern. ment	Total cost
A—Government School High	1	14	152	10.6	14	14															
B—Aided Schools	5	21	108	11	12	12		12	12	1318 8 0	1367 2 0	163 6 6	1162 0 0	3722 8 0	3532 12 0	6 9 3	17 12 9				
	1	42	464	9.5						1468 9 0	1341 0 0	1028 5 5	1728 12 3	379 2 0	4232 9 6	2 14 0	8 11 11				
		2	5	45	8.72		57				250 4 0	30 5 0	76 3 6	248 9 6	375 1 0	534 1 0	1 1 7	11 10 9			
C—Circle Schools	1	126	88	10.4	32	126				200 6 10	134 2 5	231 4 0	137 3 0	502 9 11	502 9 11	1 8 5	5 11 5				
	3	131	112	10.68		131				332 1 10	273 8 0	227 6 6	28 0 0	528 14 0	528 14 0	2 6 5	4 11 2				
		6	176	158	9.5		176				395 3 4	244 5 7	228 14 0	126 12 6	597 15 7	597 15 7	1 9 7	3 11 2			
D—Old Pathshalas	2	45	41	10.4		45				97 8 0	23 8 9	70 0 0		93 8 9	93 8 9	0 11 2	2 4 6				
E—New Pathshalas	17	4021	2109	8.55	4021		20	10	132	224	7600 0 0	760 11 11	1265 2 0	161 13 04	1927 11 04	0 3 8	0 5 7	1			
F—Abolished Schools	3									157 7 8	155 6 0			165 0 0	165 0 0	0 4 7	3 5 11				
G—Unaided Schools	4	513	266	12.4	107	23								1375 3 0	412 0 0	1747 9 0	1757 9 0	6 11 5			

Chattagong Division—Comilla.

B.

RETURN OF RACE

Return of Race of Pupils of the Schools in the District of Comilla on the rolls on 31st March 1873.

	Bengalis	Europeans	Mamuris	Uppercastes	GRAND TOTAL
HINDUS—					
Brahmans	475				
Khetris or Kshetris	71		5	8	
Vaidyas	214				
Kayasthas	1 280				
Nobasaks	508				
Kubarthas	28				
Sonarjis	18				
Other castes above the lowest	151				
Domes Chundals Haris	92				
Total of Hindus	2 871		5	8	
MUHAMMADANS					
Sunns	1 20				
CHRISTIANS—					
Protestants	4	1			
BUDDHISTS	2				
OTHERS	5				
GRAND TOTAL	3 104	1	5	8	3 118

Besides those already entered there are 1469 boys who could not be entered here owing to the incompleteness of the returns of whom 928 are Hindus and 541 Muhammadans in Brahmanbaria sub division

C.

RETURN OF RACE

Return of Race of Teachers of the Schools in the District of Comilla on 31st March 1873.

HINDUS—				
Brahmans	..	..	..	57
Khetris or Kshetris	..	..	..	1
Vaidyas	..	..	..	14
Kayasthas	..	..	..	72
Other castes above the lowest	..	..	..	2
Total of Hindus				146
MUHAMMADANS—				
Sunns	..	..	..	20
OTHERS—				
Brahmas	..	..	..	2
GRAND TOTAL				168

Besides those already entered, there are 37 Hindu and 10 Muhammadan teachers in Brahmanbaria pathshalas, not returned owing to the incomplete nature of the returns submitted

Reports of Inspectors of Schools.

ii.

RETURN OF SOCIAL POSITION AND CRIED

Return of the Social Position of the Pupils in all the Schools in District Computed by the National Yearly Statistical Abstract, 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians

UPPER CLASSES OF SOCIETY				TYPE OF SERVICE										Total of the middle classes		
Titles	Land	Other real estate property	Trade	Grade of service										Trade		
				Officers on salaries of Rs. 200 and less than Rs. 400 a month	Officers on salaries of Rs. 400 and less than Rs. 600 a month	Officers on salaries of Rs. 600 and less than Rs. 800 a month	Officers on salaries of less than Rs. 400 a month such as military officers, teachers, pandits, post-men, etc., etc.	Profits of banks, mines, houses, government and other industrial property, whose income is less than Rs. 1,000 a year and under the limits for the upper classes	The same when the income is less than Rs. 1,000 a year and not less than Rs. 500 a year	Holders of land other than agricultural land	Petty proprietors who do not	Advocates, surgeons, engineers, etc., etc., whose income is less than Rs. 1,000 a year and not less than Rs. 500 a year	Military men and sailors with salaries less than Rs. 500 a month	Bankers, brokers, etc., etc., whose income is less than Rs. 1,000 a year and not less than Rs. 500 a year	Shopkeepers, traders, etc., etc., whose income is less than Rs. 1,000 a year and not less than Rs. 500 a year	Total of the middle classes
1	7	5	2	15	26	46	97	17	5	13	904	301	116	77	1,446	
Total																2
Hindus																1,246
Muhammadans																
Christians																

Chittagong Division—Comilla.

LOWER (LARGE) FAMILY (E), THE MASSIVE

[illegible]

Civil or Masters.

11.15	14
Material	20
	<hr/>
Total	1.8

Summary

Religion	Indian	Muslims	Christians	Others	Total
Drift Cult	148	108	2		148
Drift Cult	127	108	5	7	247

As to the α and β lines, the α line is the one that is most prominent in the spectrum of the α and β lines, and the β line is the one that is most prominent in the spectrum of the β and γ lines.

Reports of Inspectors of Schools.

E.

Return showing the Class of Instruction in all the Schools in District Comilla in the month of March 1873.

	Number of pupils in the School on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school taking the University Entrance course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 2, & 3. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.	
		1	2	3	4
Boys	5,386	70	513	2,310	2,057
Girls	1			1	
Total	5,387	70	513	2,311	2,057

The total number of boys shown in the statistical return is 5,385 and the number returned in this is 5,387 as the particulars of 241 boys are not given by the Deputy Inspector.

Abstract Return of all the Schools in Comilla District for the year ending 31st March 1873, arranged as in Table I of the last year's Education Report

		Number of schools	Fees and fines	Government grant	Local subscription	Total cost	Number of scholars on 31st March	Average daily attendance
			Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.		
Higher Class	Government	1	2 517 4 6	2 307 5 8	70 0 0	4 841 8 2	134	182
	Unaided	1	1 016 11 0			1 016 11 0	141	106
Middle Class	Aided	22	2,311 5 9	5,055 12 5	30 5 15 9	8 796 13 5	1,019	884
	Unaided	3	358 14 0		412 0 0	770 14 0	172	110
Lower Class	Aided	8	303 1 6	204 10 7	375 1 6	1 113 0 7	233	203
	Pathshalis	130	1 35 2 0	3 1 4 8 2	161 13 0 2	2 021 3 9 2	4 066	2 150
Total		174	8 072 6 9	6 181 15 4	4 075 1 3	18 432 2 1 8	5 825	5 086

KHASIA AND JAYNTIA HILLS.

I HAVE the honor to send you herewith the annual reports for the districts of Khasia and Jayntia Hills for the year ending 31st March 1873.

2. The report of the Government schools at Nangsolia is very imperfect, as gently hinted by the Deputy Commissioner of Shillong. Of the five new forms of return ordered to be used in this year by Government, the forms B, C, D, E, are entirely wanting, and the information that should have been contained in them is impossible for me to supply. In lieu of the form A, a "big sheet" in the now superseded form of return is sent, which, however, supplies the more essential figures required for use in an annual report.

3. The Deputy Inspector's report of the mofussil schools is a good report; and his forms B, C, D, E, are intelligently, and in the main correctly, filled up. In the form A he has classified the schools according to a standard quite different from that observed in the reports of the districts in Bengal plain. As regards the 34 princes and nawabs said to be now reading in the Khasi schools and in the highest social rank, they are the sons and nephews of the village *Sims*.

4. It was the intention of Government that the District Committee of Education (by the hand of their Secretary, or Deputy Inspector of Schools if they so chose) should throw the figured returns of the schools of all classes together, so that one set of five tabular statements should show at a glance the state of education in the district. This has not been done (and indeed could not be done) owing to the deficiencies above noted. I have drawn up a "big sheet" in the new form which represents the new return A, and which contains the statistics both of the Nangsolia schools and of all the other district schools so far as I have been able to fill it up.

The other new forms, B, C, D, E, I can only send you as they come to me: they appear correct, but you will see that the 157 boys of the Nangsolia school are not included as they ought to be.

5. I proceed to explain my big sheet A and how the figures in it are arrived at. I may premise that the actual total expenditure by Government on education in the district is (and has been for many years, as shown by the Deputy Commissioner) as under:—

					Rs.
Nangsolia school establishment	..	..	..	..	3,240
" " stipends	..	..	..	..	960
Grant-in-aid to village schools.	..	..	..	..	3,720
			Total	..	7,920
Scholarships	..	..	..	..	1,080
Deputy Inspector's present salary.	..	..	..	..	900
			Total	..	9,900

To which has to be added the Deputy Inspector's travelling allowances, stationery, &c., and a share of the cost of Inspector.

The contribution (to the aided schools) on behalf of the mission is stated to have amounted to Rs. 4,893-13-9 during the year. No credit is taken for the labor in teaching performed by Messrs. Jones, Hughes, and Roberts, nor for their valuable superintendence.

6. As it is a matter that has led to repeated misunderstandings, I will once more explain that the Government covenant is to subscribe Rs. 4,800 per annum to the village schools on condition (among others) that the mission maintain scholars to the amount of Rs. 1,080 per annum. The mission in their accounts have always reckoned Rs. 3,720 for village schools, Rs. 1,080 for scholars in Government money: the Deputy Commissioner reckons (which is the way the matter is regarded according to the covenant) Rs. 4,800 for village schools Government money, and that the scholars are paid by the mission.

7. Returning to the big sheet, I have shown the Nangsolia school as one indivisible school, which it is in fact. It was formerly classed as a normal school, and hence in the educational returns its whole cost was charged under that head and unduly swelled up their apparent cost. The Director consequently instructed the head-master to make a paper division of the charges (as is done between colleges and collegiate schools) on some arbitrary hypothesis which should roughly apportion the cost of the school between the normal school and zilla school.

Reports of Inspectors of Schools.

The big sheet submitted by Mr. T. Jones this year is an attempt to carry out this instruction, but I have been obliged to omit it entirely. In the first place Mr. T. Jones has charged against the Nangsolia school, not merely the stipends, but the scholarships tenable in the school, which is contrary to all educational practice. Indeed, the plains' schools have several times struggled to be allowed to *credit* themselves with the work they do in educating scholars: the debiting a school with the scholarships is at all events not done at any other school.

Consequently the gross amount apportioned in Mr. T. Jones's big sheet is much too large. Also I do not know how the normal school is supposed to contain 40 scholars, as there are but 20 stipend holders. I have not attempted to divide on paper the cost between the two schools. But if you wish to make the separation, I would suggest that half the cost under each head should be charged as normal school, half as zilla school, which is about as fair as any other arbitrary arrangement, and the simplest plan.

8. Coming to the aided school figures, my big sheet will be found on the whole to agree with the Deputy Inspector's, the classification of schools having been altered. I count Shillong, Jowai, and Shella as middle schools, and all the rest as lower schools, which they assuredly are, whether they teach the rudiments of English or not.

The money figures for these schools are merely set out by rule of three. The missionary secretary to the aided schools treats the Government grant of Rs. 3,720 as a general contribution: and all that the figures really mean is that in return for Government aid, Rs. 3,720, the mission has subscribed Rs. 1,147-6-6; and that these sums (together with Rs. 48-5-9 raised as schooling fees) have maintained at school 1,104 boys and 105 girls.

9. There is one item in the Deputy Inspector's money account which I cannot explain, and have only copied, viz. Rs. 358 (of which Rs. 229 Government money) spent on an extra normal school teacher. I do not think there has been any extra teacher employed at Nangsolia, and this charge will probably refer to some arrangement for improving school teachers made by Mr. T. Jones.

10. I have altered all the numbers of boys returned as reading Khasi, as the Deputy Inspector had evidently filled up the column under some misconception of what was meant.

In the Nangsolia school report there are no boys returned as learning Bengali, though I know the officiating second teacher of Nangsolia (a Babu) held a Bengali class, and I believe some 30 boys attend it. These 30, together with 30 others at Shella, represent nearly all the study of Bengali that goes on.

11. Having explained the tables, I now proceed to report on the educational progress. The head-master has been satisfied with the Nangsolia school, and the improvement he observed in the pupils in regularity of attendance and in amenability to discipline. I cannot say that I found any appreciable elevation of the educational standard, but this in fact means nothing at Nangsolia: if few or none of the stipend holders are sent out as teachers, the standard rises: if a large number of the stipend holders are sent out, the standard falls. This school, though near zilla school standard in English, is much below it in geometry and arithmetic: I doubt, from what I have seen, whether the Khasia boys are so good at this subject as the Bengali boys.

12. The Deputy Commissioner in his report proposes the transfer of this Nangsolia school to Shillong, against which proposal I have lately, at your request, furnished my reasons in detail. I may shortly note here that—

A.—I believe (other things as regards the head-master, scholarships, &c., being equal) that the school can produce more teachers at Nangsolia than at Shillong.

B.—As the general zilla school of the district, it is much more centrally placed for the Khasias at Nangsolia than at Shillong. Moreover, the chief school having been for more than a quarter of a century at Nangsolia, there has been awakened at Chera, Shella, Maumai, Mamlu, and the other villages in that quarter, an amount of interest in education which it must take some years at Shillong to rival.

C.—As regards removing the school from missionary interests, I ask on what ground Mr. T. Jones was removed except that he had severed his connection with the mission? and on the merits, I do not think (at least at present) that the cause of education will gain in the hills by being removed from missionary influence.

13. We next come to the village schools which Mr. Hughes considers are on the whole steadily, though not rapidly, advancing.

Within the last few years there has been a great improvement in the schools of Shillong, Jowai, and Shella, which are under the personal superintendence of missionaries. Formerly the schools were spread broadcast, many of them in very remote places, and these, as Mr. Hughes describes, even if they appeared for a time promising, often soon broke up. Lately Mr. Hughes has endeavoured to place the schools more round educational centres, whence they can be inspected and looked after. There has been a considerable extension of schools in the Jayntia Hills

Eastern Circle—Khasia and Jaintia Hills.

during the last year. This, as usual in these hills, is a consequence of the spread of Christianity. In all the village schools of the district, the Deputy Inspector's return shows only 129 Christians as against 914 "others;" but I believe I am right in supposing that only the baptised Christians are tabulated as Christians, and that of the 914 "others" a considerable number are Christian sympathizers.

14. The teacher's return shows 49 Christians, 1 Bengali, and 10 others, which shows the thoroughly missionary character of the whole system of education in the district. And it is my opinion that without the missionary aid it would have been very difficult to get schools at all here. The boys who attend ought really to be classed socially with fishermen and cow-keeping boys in the plains, and we well know how difficult it is to get these to school. The Khasi schools ought too generally to be compared with night schools in the plains. When they do not read at night, they often read very early in the morning, and rarely more than two hours per diem in order not to interfere with the pupil's daily toil. Under such circumstances how any considerable body of boys are to be attracted to the schools except through the influence of religion I do not clearly see. The very elementary state of the schools is well shown by return E, which (omitting Nangsolia) shows in all the hills only 17 boys in the middle stage of education, all the remaining 1,016 in the return in the primary stage.

15. The most interesting and the most hopeful feature in the education of the district is the extent to which the women share in it. There are a considerable number of women scattered in the villages who can read the New Testament in Khasi. It is the sons of these women who nearly everywhere are our most promising pupils. Where we can get an English-knowing husband and wife, it seems to me we have in a manner made a greater step than we have ever yet made in Bengal plain towards the ultimate civilization of the country.

16. The Deputy Commissioner is perfectly right in his judgment of the education in the country schools. The pupils can often read Khasi pretty well, and can sometimes also explain the Khasi New Testament in accordance with very uncompromising principles of interpretation. They often fail altogether in writing the simplest letter; and if they can do any arithmetic, they can *never* apply it to the simplest practical matter of life.

These deficiencies will take much care and time to make up. I may remark here that they have not been overlooked by the Educational Department, and that when the Director of Public Instruction visited the Khasia Hills in 1867 he particularly directed the attention of myself, the Deputy Inspector, and the missionaries to them.

17. No primary schools can be established for Rs. 5 per month in a country where the lowest cooly who carries can earn Rs. 10.

18. On the whole I consider educational prospects in the hills fairly encouraging. We have, I hope, seen the end of those divisions in the missionary body which I have always thought very detrimental to the progress of education. And as there is now being made in a manner a fresh and clear start, I would decidedly recommend Government to *make no changes* for a couple of years and see how things go on.

Eastern Circle—Khasia and Jaintia Hills.

B.

RETURN OF RACE

*Return of Race of Pupils of all kinds of Schools in the Khasia and Jaintia Hills on the rolls
on 31st March 1873.*

	Bonahis	Assams	Nepalis	Khasas	Sintangs	Garos	Mukras
HINDUS— Other castes above the lowest		1	5				
MIHAMMADANS— Sunis	1						
CHRISTIANS— Protestants				13	76	10	
OTHERS				702	201	10	1
GRAND TOTAL	1	1	5	715	277	20	1

C.

RETURN OF RACE.

Return of Race of Teachers of Schools in the Khasia and Jaintia Hills on 31st March 1873.

	Bengalis	Europeans	Khasias	Sintongs
HINDUS—				
Kayasthas	1			
CHRISTIANS—				
Protestants		3	27	10
OTHERS			10	
GRAND TOTAL	1	3	37	19

12.

RETURN OF SOCIAL POSITION AND CREED

Return of the Social Position of the Pupils in the Schools of the Khasia and Jaintia Hills for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.

		MIDDLE CLASSES OF SOCIETY					UPPER CLASSES OF SOCIETY	
		Professions	States	Government Service	Titles	those below the Upper Classes and above the Lower Classes and whose chief social position is derived from Government Service, Retail Property, Profession, or Trade		
Christians	...	16	6	2	34	Princes Nawab's Bahadur, Ray Bahadur, Khan Bahadur.	Officers on salaries of Rs. 20 and less than Rs. 200 a month	Officers on salaries of Rs. 20 and less than Rs. 200 a month
Others			90	2	2			
Total		16	96	2	34			

Eastern Circle—Khasia and Jaintia Hills.

REMARKS BY COLONEL H. HOPKINSON, COMMISSIONER OF ASSAM.

2. MR. CLARKE puts down the Nangsolia school as a normal Government school, Shillong, Jowai, and Shella as middle schools, and the remaining schools as village schools,—primary schools as they would be called in Bengal, except that the teaching of English, even if it does not actually take place at all of them, enters into the scheme of all of them. The native Deputy Inspector gives a list of 63 schools, including the three at Shella, Shillong, and Jowai; excluding these therefore there would seem to be 60 aided schools of a primary character. Mr. Clarke's classification is as good a one as could be made, but education is on such a different footing in the Khasia and Jaintia Hills from what it is in Bengal that it cannot be described and its component parts classified by any set of statistical papers such as have been adopted or are found suitable for Bengal.

3. If I were examined as to what I considered was the educational system in the Khasia and Jaintia Hills, I should say that it was a system under which the state, resigning the direction of education which elsewhere in India it retained in its own hands, paid a lump sum of Rs. 9,000 annually to a Welsh mission to undertake the duty, and that the mission spent its assignment pretty much as it liked, and with the least possible control, but still principally on secular teaching, because and so far as secular teaching was found to be the best aid to evangelizing; but the teacher's return, showing 19 Christians, 1 Bengali, and only 10 others, indicates, as Mr. Clarke observes, the thoroughly missionary character of the system, and I imagine that those of the stipend holders at Nangsolia who are or who may become Christians, have the best chance of being sent out as pupil teachers.

4. I wish Mr. Clarke or the Deputy Commissioner had told us more about the Nangsolia school. It does not seem to me that it is now a normal school properly so called as the Government intended it to be. It is neither more nor less than the chief mission school, the most promising and willing boys in which are afterwards employed in the mission field. The fixed establishment for the Nangsolia school includes a sum of Rs. 80 for the teaching of 20 lads to be teachers at Rs. 4 a head, and besides these the mission is pledged out of the further allowance made it by Government to spend Rs. 90 a month on 30 stipend holders. There might thus be 50 stipend holders, and if there were 10 short of this number, there would be 40, which is no doubt what Mr. Jones meant, but which, Mr. Clarke says in his 7th paragraph, he does not understand. How the stipend holders are selected, how they are taught, how they are passed out of the school, and what becomes of them after, nowhere appears in the papers. In fact I may here state that neither from Mr. Clarke's report, nor from that of the Deputy Commissioner, do I gather a clear idea of what is doing in the schools under the mission. The missionaries themselves are not apt at telling their own tale, and it is perhaps an inevitable feature on many accounts in the arrangement made between the Government and the missionaries that a great deal must be taken for granted. The mission schools cannot be controlled as the Government schools are, and the same knowledge cannot be had of their working that is had of Government schools.

5. But I think the missionaries have done a great deal of good, and that if the delegation to them of the education of the youth of these hills is continued, they will yet do much more; their ways are not exactly as the ways of the Education Department, and the results are therefore different, but though different are not necessarily less valuable. More secular education, if it had been commenced at all, might have advanced more rapidly under a system of Government schools; but the communication of sound, honest, robust principles of conduct would have been less attended to, and the same success in female education would certainly not have been achieved. Mr. Clarke is right in calling attention to this most interesting and hopeful feature, and it would certainly disappear under a system of purely secular instruction in the hands of natives of Bengal; as it is, the missionaries will find it hard to preserve it, for a lower stage of civilization will always seek to grasp that immediately above, rather than leap upwards to a higher stage. The state of the ordinary Khasia woman is one of absolute freedom, yet I am sorry to say that among the most intelligent of our Khasias there are those who, instead of seeking to purify it by culture, would prefer to abrogate it, and to adopt the oriental guarantees of seclusion.

6. As regards the Nangsolia school, however, I do not see why it should not be brought more under Government control, which I think might be done without undue interference towards the missionaries, and as a first step to this end, after hearing and carefully considering all that has been said on both sides, I have come to the conclusion that it ought to be removed to Shillong. There is now a larger population at Cherra than at Shillong, because Cherra has not yet lost all the results which its importance as a head-quarter station for some thirty odd years gave it; but Cherra is now falling off, and Shillong is rapidly increasing. Shillong is more central, and numbers of Cherra people have already established themselves at Shillong, and though, if the school be transferred, it might for a time cause a diminution of attendance, yet, as the Deputy Commissioner has remarked, and as I agree with him, the falling off caused by removal would, after a short time, disappear.

FROM THE REPORT OF MR J A HOPKINS, C.S. INSPECTOR OF SCHOOLS, WESTERN CIRCLE

BURDWAN DIVISION.

THE Burdwan division is comprised of five districts, its area is 12,719, its population is 7,286,956. The districts of Birbhum and Hughly were brought within the south-western educational circle by the orders of Government contained in the Resolution forwarded under docket No 3521 A1, dated 30th September. The number of Government aided schools added to the circle was 415. Apart from this change the activity which has prevailed in favor of primary education precludes any general comparison of the educational results of the year under report and previous years. The subjoined summary gives a general view of the state of education, the details of which will be found in the abstract statistical return for the division attached to this report. The increase in the number of schools over last year's returns is owing to the primary schools, aided and unaided, which have been taken into account in each district. The sums spent on primary education vary much in the several districts, but this is not difficult of explanation. The Burdwan district stands highest on the list because it contains no less than 255 improved pathshalas under training drawing Rs 5 per mensem each. The Hughly district stands lowest on the list in this respect, because it contains 20 pathshalas only on the improved system. The inequality of distribution is owing to the special causes and conditions which operate in favor of or against the different classes of education in each district.

DISTRICTS	Description of schools	Number of schools	Number of teachers	REVENUE			Total cost	Number of pupils March 31	Population	Ratio of pupils to population	Ratio of expenditure to population
				Fees and grants	Government grant	Local contributions					
				Rs	Rs	Rs	Rs			Rs	Rs
Burdwan	Government and aided schools	454	67	25 07 8	48 30	28 00 8	1 02 106	11 740	2 054 74	1 0	2 3
Bankura	Ditto	134	190	10 24 0	11 10 0	8 4	2 33	4 7 1	3 77	12	3
Birbhum	Ditto	129	184	9 11 7	8 41	7 08	2 01	44 10	1 00 11	1 08	2 1
Midnapur	Ditto	84	1 004	6 8	41 7 7	20 30	1 77	0 10	10 00	1 44	11
Hughly	Ditto	288	711	3 43 0	0 40 0	93 43 0	2 47 0 9	110	1 188 7 6	4 311	1
Total		1 089	2 060	1 70 1 10	1 74 2 07	1 11 00	4 00 1 10	1 08	80	1	1
Burdwan	Unaided schools	889	54	24 10 2		21 833	4 430	18 80			
Bankura	Ditto	58	40	1 11 0		6 10	1 40	1 7 1			
Birbhum	Ditto	17	17	20 2		2 03	4 67	44			
Midnapur	Ditto	4	14	8 00		3 70 7	4 34 3	8			
Hughly	Ditto	872	78	4 13 7		53 0	1 181	15 3			
Total		1 840	203	1 70		31 783	10	1			
GRAND TOTAL		3 647	2 023	2 01 44 9	1 74 2 07	1 80 1 82	101	11 7			

Of the sums sanctioned by Government for educational purposes a considerable balance remained unexpended at the end of the year thus—

	Net grant	Expenditure	Balance
	Rs	Rs	Rs
Government Schools	79 0 1	48 8 4	30 0 7
Grant in aid Schools	91 0 2	80 0	11 0 2
Primary Pathshalas under old rules	3 38 0	30 7 3	1 0 7
Ditto by grant 30th September 1872	10 8 00	5 11 8	5 08 2

Reports of Inspectors of Schools.

The college classes have been included in the above figures. Rs 22,612 was not expended out of the Government grant to the Hughly College. The grant made on the 30th of September 1872 for primary schools was only expended in the district of Midnapur. The extreme care and attention devoted to preliminaries, and the consequent delay resulted in little or no money being spent in any of the other zillas.

Of the total number of pupils (94,075), no less than 33,360 are returned for unaided pathsalas—a number which will be found considerably below the mark, for no unaided pathsalas have been returned for Midnapur, and only those have been returned for Bankura and Birbhum which have been actually visited and examined by inspecting officers. Of the remaining 60,715 no less than 16,471 belong to the Brahman castes. The majority of these Brahman scholars come from the Burdwan and Hughly districts. The distribution of castes in the different districts is an interesting subject, though it hardly forms a part of an educational report, but as far as it throws light on the distribution of teachers and pupils, and the advance of education in the different castes, it is a fair subject for inquiry; I have therefore prepared with the aid of the census returns a table showing the number of pupils in each caste in each district, and the percentage they bear to the population of each caste—

CASTES	BURDWAN		BANKURA		BIRBHUM		MIDNAPUR		HUGHLY	
	Number of pupils	Percentage to population	Number of pupils	Percentage to population	Number of pupils	Percentage to population	Number of pupils	Percentage to population	Number of pupils	Percentage to population
Brahmans	538*	3.33	1932	3.8	1183	3.2	2331	2.18	7181	4
Khetris	161	1.3	319	3.8	38	.52	28	1.3	94	1
Vaidyas	278	5.13	134	5.6	113	8.5	6	7	113	1
Kayasthas	1848	3.3	642	5.6	373	4	161	1.6	2330	1.7
Navasaks	5802	91	2217	2.2	1763	6*	6000	34	2933	1
Sadgops	273	2.02	177	3.3	133	2.6	137	1.32	533	1.24
Kaibarthas	83	14	221	1.7	77	63	508	73	1272	34
Other castes above the 1st west	831	55	713	58	666	18	1332	34	834	3
1st west castes	232	65					238	11	200	0.7

It is worthy of remark that in districts where higher and middle class education preponderates, the number of Brahman pupils preponderate. Brahmans, Vaidyas, and Kayasthas seem to take to education with equal avidity. The percentages are lowest in Midnapur and from this as well as the amount of money disbursed on account of education in that district, it must be inferred that education is very backward. The reason for this will be at once arrived at. If we turn again to the census report, there we shall find that aboriginal tribes, semi-Hinduised aboriginals, and Kaibarthas, make up more than half of the population. The Free Baptist

Mission* is attempting to educate the former, and has made some little progress, but the other two sections of the population are not very quick to apprehend the advantages of education; they live by manual labor and fail to see the use of reading and writing, except on the occasion of a disagreeable visit from their landlord's bailiff or usurer's clerk. Burdwan is also somewhat backward in proportion to its size and importance. There also the semi-Hinduised aboriginals form a very large section of the population, the artisan and agricultural classes are numerous. Navasaks preponderate in Burdwan and Midnapur, and the reason is this, the Sadgops form a powerful and wealthy class in Burdwan and north Midnapur. It would appear that at one time they had some kind of political ascendancy in the north-west of Burdwan. From time to time it has been argued that one of the advantages of high class education is its natural tendency to filter downwards, it would not seem that much progress in a downward direction has been made.

The following abstract gives the religion of pupils. The Muhammadans form a very small proportion of the whole. The Muhammadan population of the districts of Burdwan and Hughly is large, but in these districts they have to compete with Bengali Brahmans, than

* American

Burdwan Division.

whom no more ambitious, persevering race exists. The expenses of a Muhammadan household are great, and Muhammadans complain they cannot afford to educate their children :—

	Hindus.	Muhammadans	Christians	Others	Total.
Burdwan	14,996	674	35	5	15,708
Bankura	6,399	24	2		6,425
Birbhum	4,145	285	53	21	4,484
Midnapur	5,405	428	8		5,841
Hughly	11,184	835	147	9	12,175
Total	42,029	2,146	225	3	51,034

Of the social position of pupils, I have dealt at some length in each district report. Middle class education decidedly preponderates. The Vernacular schools appear to be popular with all classes. The creeds of masters are found in the following abstract :—

	Burdwan	Birbhum	Bankura	Midnapur	Hughly
Hindus	660	197	254	981	694
Muhammadan	7	2		7	12
Christians	11	2	2	4	60
Others	1			30	3

This furnishes some clue to the absence of Muhammadans from our schools, for members of one religion or persuasion do not care to send their children to be taught by masters of another religion or persuasion, but the difficulty cannot be grappled with until Muhammadans qualify themselves to become masters. A higher class school was established at Pandua in Hughly amidst a large Muhammadan population, but it was not successful and was closed.

The cost of education does not appear to be very uniform, but the want of uniformity may generally be traced to special or local causes, such as irregularity of attendance and want of discipline on extravagant establishments, inaccessibility or unhealthiness of locality or simple bad management. For the purpose of enabling District Committees to compare the cost of tuition in each institution under their control, I have compiled a comparative statement showing the total cost and cost to Government of tuition in each class of institution. I do not wish to say that the figures infallibly point to extravagance or mismanagement; all I wish to point out is that by comparison I find certain discrepancies, of which I find no explanation in the local reports :—

SCHOOLS	BURDWAN		BANKURA		BIRBHUM		MIDNAPUR		HUGHLY	
	Total cost of educating each pupil	Government cost of educating each pupil	Total cost	Government cost	Total cost	Government cost	Total cost	Government cost	Total cost	Government cost
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Higher English	Government		50 10 7	9 9 6	25 9 1	7 12 0	32 8 4	13 6 3	39 6 8	6 14 12
	Aided	27 12 4	8 7 10	28 1 0	8 10 9	20 1 6	7 11 4	25 10 1	7 6 1	20 11 10
	Unaided	18 11 7						14 9 0		22 13 10
Middle English	Aided	20 1 1	6 12 5	19 5 6	7 5 0	21 14 7	7 14 6	19 2 6	7 6 0	21 13 10
	Unaided	7 2 7		2 10 2		7 6 10		55 5 4		16 2 10
Middle Vernacular.	Government	9 5 7	6 7 6	3 11 6	2 1 6	6 15 5	4 14 0	8 1 7	4 2 7	7 9 5
	Aided	9 0 1	3 15 9	9 5 0	3 15 9	8 9 11	5 7 5	8 9 5	3 10 4	9 9 10
	Unaided	7 12 10						9 0 0		11 15 4
Girls' Schools	Aided	19 15 10	8 13 6	12 3 6	5 14 1	1 10 3	2 11 0	11 0 9	1 9 6	14 13 4
	Unaided	26 9 10								10 11 7
Improved Pathshalas		3 0 6	1 15 0	2 15 9	1 4 6	2 9 3	1 6 0	3 7 10	2 3 5	4 14 7
Night Schools		4 12 2	1 11 6					8 4 3	4 2 3	4 12 1
Lower Vernacular or Circle Schools		2 5 5	0 15 10			5 2 0	2 2 10	3 13 0	1 14 6	2 6 8
Normal School, Government			107 0 7					74 4 7	74 3 8	122 5 4

Reports of Inspectors of Schools.

Beginning at the bottom of the list, we find that in the higher class Normal school of Hugly, in which pupils receive a training to a standard equivalent to the First Arts course of the University, tuition and training cost little more than they do in the lower class school of Burdwan. I am happy to say that the District Magistrate of Burdwan has commenced a system of retrenchment with reference to this school. Improved pathshalas appear to be most expensive where they are fewest. Girls' schools are expensive and yet it would appear that girls of the upper and middle classes frequent our schools; no fees are paid for tuition. With the exception of the Burdwan Vernacular schools, it appears Government model schools cost Government very little more than the aided schools. Middle class English aided schools are expensive because they are too ambitious. The masters, who are mostly men of no experience or ability, aim at raising their schools to the higher class. Unaided English schools seem to be cheaper than Government or aided schools, but it will be found that the cheap middle class schools were not in existence the whole year. Of the higher class schools at the head-quarters of the districts of Hugly, Midnapur, Bankura, Birbhūm, and Howrah, as well as of the Uttarpara schools and Maharajah's school Burdwan, it may be said that it is scarcely possible, considering the social condition of the country, to expect anything better; for mental instruction and the development of the head and memory they are one and all excellent institutions, but to use the words of an eminent educationalist—"The cultivation of the mind and body has been too much disjoined; and whilst the physical powers have not had their due share of attention the intellect and verbal memory have been almost exclusively, and yet after all but partially developed. Intellectual instruction has been substituted for intellectual training; in fact, they have been considered practically synonymous terms. Instruction is not training, although it forms a part of it." It has been too much the practice to select teachers possessing knowledge without reference to their power of communicating it. We are too apt to consider more secular knowledge a sufficient guide for a man in his after life. We have hitherto ignored the generous rivalry of boys in the playground; the lessons of the school hours are not reduced into practice in real life. The procedure of our schools is confined to books; it is teaching, not training. Knowledge alone will not make a man a good citizen or member of society, and there is, I regret to say, a tendency in higher class schools to look upon knowledge as the single desideratum of education. This to a certain extent may arise from the high pressure brought to bear by the system of examinations, and it may be anticipated that as the teaching in our schools assumes a more practical form, moral as well as intellectual development will result. In France and Prussia, where the secular system is followed, a sentiment of patriotism and out-door training tends to counteract the tendency towards selfishness evolved from it.

The management of the higher class schools is somewhat uneven, as the accompanying table shows

Dis.	Number of masters	Number of boys	Expenditure	Cost or return for each boy last year.			Fees				
				Rs.	Rs.	A	P	Rs.	A	Rs.	A.
Howrah	12	366	8 600	26	13	11	1	0	10	2	0
Uttarpara	11	282	7,120	50	0	0	3	0	1	8	
Midnapur	11	255	7 285	32	8	1	3	0	1	0	
Bankura	10	286	6 209	30	10	7	2	8	1	0	
Birbhūm	9	270	5,753	25	9	1	3	0	5	0	

There is one fact about the figures which requires notice. The number of pupils on the rolls greatly exceeds the monthly average, because the autumn session is badly attended in consequence of holidays and examinations. In Bankura and Midnapur the cost of tuition is higher than in the other schools. Reductions have been made in the Bankura school, which will reduce the cost there, and I hope the Committee of Midnapur will also scrutinize their establishment. The cost is calculated on the monthly average of pupils on the rolls. Both of the schools of Howrah and Uttarpara are self-supporting.

There has been some discussion on the subject of the study of geography and history in these schools; their study, as at present conducted, is next to useless. Ask a pupil a question from the text-books used he will answer in the words of the text-book, but ask him what Manchester, Sheffield, or Birmingham are celebrated for, he cannot answer you. In all the higher class schools I have visited, I have found the students much deficient in both of these subjects. Their ignorance is owing to the want of system and method on the part of the teachers.

The total number of middle class schools under the support and aid of Government is 277. Of these 26 are Government model Vernacular schools. Middle class English education does not appear to flourish; those who want an English education can generally afford or find means to afford to pay the schooling-fees of the higher class

Burdwan Division.

English schools. The training and tuition afforded in middle class English schools is much inferior to that given in Vernacular schools. English is looked on as the one desideratum, and English text-books on different subjects being generally used, the result is that English is learned and nothing else. The contrary obtains in Vernacular schools where tuition and training cost about one-third that of an English school; in these schools the instruction is elementary and generally excellent, whilst the demeanour of the boys towards their masters is decidedly superior to that prevalent in the ordinary run of English schools. Middle class English schools do not appear popular except in backward districts. The best Vernacular schools of the middle class are in Konnagar, Sheakhala, the Hardinge School at Midnapur, and Kuchiakol.

Lower class Vernacular schools do not require notice; they generally partake of the character of circle schools, and should form a part of the system of primary education. They are as costly as middle class Vernacular schools. The tuition is quite as ambitious. The school of industry in Burdwan is the fruit of good intentions, but there will, I fear, be some difficulty in making it a successful institution unless the residents of Burdwan keep up some interest in it.

GIRLS' SCHOOLS.—Of these there are 46 in the Burdwan division; 1,286 girls are educated in them. Both the progress and attendance is unsatisfactory. The schools in the immediate neighbourhood of Uttarpara appear to flourish, owing to the stimulus given to them by the scholarships distributed by the Hitakari Sabha. At the annual examination 30 girls appeared of whom 17 were Brahmans, 8 Kayasthas; 21 girls obtained scholarships. The examination is carefully conducted by native gentlemen most of whom are University graduates. The society asks for a larger grant to enable it to extend its operations, it is also suggested that scholarships should be given by Government to encourage female education. To this there are insuperable objections. Women of this country are not free agents; the schools in which they are educated are free schools. Few are so zealous on behalf of female education that they consent to pay tuition fees. Female education ceases too early. The majority of those who send their daughters to school can afford to pay for their education, and it is incredible that wealthy and respectable men would be the more induced to do what they consider right by the distribution of scholarships varying from Rs. 12 to 36 per annum. Where general interest is taken in female education progress will be made. The best of these are those of Konnagar, Uttarpara, and Katwa. The masters attempt too much and too many subjects.

PRIMARY EDUCATION.—Improved pathshalas number 531. 255 of them are situated in the district of Burdwan and about 180 in the district of Midnapur. It is therefore clear they have been of local benefit only. Although some of these schools are excellent institutions, their gurus have been too ambitious, and they have been rather a loss than a gain to primary education. On the 30th of September 1872, primary education was made over to the District Magistrates and local officers, and they were directed to spend a sum of Rs. 10,800 in the encouragement of primary education. Various schemes for securing the greatest results at the least cost were propounded by the various district officers. Mr. H. L. Harrison, the District Magistrate of Midnapur, alone succeeded in carrying into execution his scheme which is a system of payment by results aided by a system of examinations at various centres chosen with reference to the condition of the country. The grant-in-aid system appears to be the favorite in other districts—a system which necessitates inquiry and caution. The annexed statement gives the result of the proceedings in favor of primary education, showing the number of schools brought under control, and the number of pupils, and the amount of Government money disbursed. It will be found on reference to the report in Midnapur that a few annas balance only was unexpended at the end of the year. Under the head of each district details of progress since the expiration of the year will be found.

ZILAS	Number and race of teachers.			Number of pupils				Number of girls who are reckoned in the 5 th class	Estimated income of school			Number of pupils who on the 31st March	
	Number	Hindus	Muhammads	Hindus.	Muhammads	Others	Total		Government grants paid	Other sources	Total.	Could read	Could not read
Burdwan	88	86	2	2,215	197	3	2,415	62	Rs A P	Rs A P	Rs A P	608	1,807
Bankura	71	71	..	2,110	..	..	2,110	..	482 11 3	512 5 0	995 9 3	804	1,306
Birbhum	62	64	2	1,893	178	13	2,084	12	125 8 0	1,554 0 0	1,578 8 0	547	1,537
Midnapur	576	576	..	10,637	554	311	11,502	12	3,799 14 9	16,236 0 0	20,099 14 9	3,516	7,966
Hughly	81	79	2	2,200	187	3	2,390	19	56 1 7	762 7 9	428 9 4	856	1,334
Total	880	874	6	19,055	1,116	330	20,501	105	4,474 3 7	18,965 9 6	23,513 13 1	6,339	14,170

Reports of Inspectors of Schools.

That education in primary schools is likely to be stimulated and fostered in village schools under the new system there can be no doubt; on all sides applications from pathshalas never before heard of, for assistance come in; it does not appear to be a question any longer whether the gurumahasay can make a livelihood; the only difficulty appears to be to satisfy the clamourers. But with all this there is a tendency to do away with the gallery and oral system of education and substitute books, which is a mistake if the master is competent. A short time since, in an application for aid, a gurumahasay made it a point that he had introduced books into his school.

TRAINING SCHOOLS.—The training schools for village schoolmasters are useful institutions. The Burdwan school is very much too expensive. The attached normal classes for training pandits are a mistake; they take up too much of the time of the masters to very little purpose; the trained pandits leave school too young to get immediate employment. The Hughly Normal school is an excellent institution; the teachers trained in it are in great demand.

PRIVATE SCHOOLS.—The most important institutions under this head are the Burdwan Maharajah's schools at Burdwan and Kulna; the Anglo-Sanskrit institutions of Birshingha, and Khanakul Krishnanagar; the middle class English schools of Chaugharia near Kulna (entirely supported by two Muhammadan gentlemen named Sayyid Afá-ur Rahmán and Sayyid Abd-ul Fattah); the Maisadal school supported by a zemindar of Midnapur, and the higher class English schools of Chinsurah and Sultangachi in Hughly. I have not been able to find a native landlord, with the exception of Babu Jáykrishna Mukhurji, who systematically and methodically takes an interest in procuring instruction for his tenants' children.

The Missions active in education in this division are the missions of the Free Church of Scotland in Burdwan and Hughly, the American Free Baptist Society in Midnapur, the Church Missionary Society combined with the Christian Vernacular Education Society in Burdwan and Howrah, the Wesleyan Mission in Bankura, and the Baptist Mission in Birbhúm and Serampur. These several Missions in the various districts superintend no less than 109 schools, viz.—

College	...	...	...	...	1
Higher class English schools	...	...	...	...	8
Middle class English schools	...	...	...	...	7
Vernacular schools	...	...	...	...	45
Night schools	...	...	...	...	8
Girls' schools	...	...	...	...	17
Circle schools	...	...	...	...	22
Normal school	...	...	...	...	1

These schools alone are not a full measure of the educational energy of these philanthropic bodies. Their influence on behalf of education is everywhere to be felt. The Chaugharia middle class school, though supported by Muhammadaus, is superintended by the Superintendent of the Free Church Institution at Kulna.

During the past year there have been considerable changes in the course of instruction imparted at Government and aided schools. Sanskrit has been gladly relinquished in all but the higher classes, and even in these, the study of Sanskrit would be gladly relinquished for the study of some more practical subjects were it not necessary to qualify in a second language in order to pass the matriculation and F. A. examinations. The time spent in the study of Sanskrit is most unprofitably spent by the majority of boys. The course of Sanskrit usually followed extends over three or four years. The grammar and three short text books only are partially mastered in that time. A student who passes the F. A. and B. A. examinations does not pursue the study of Sanskrit further. It is acknowledged that the study of a lifetime would scarcely master the intricacies of the grammar, a disadvantage which neither Latin nor Greek possesses. Surveying and mensuration have been introduced in all higher class schools, physics and science are likely to follow the publication of the science primers by Professors Huxley, Roscoe, and Balfour Stewart. Physical geography is now studied in all schools, but the text book used is old fashioned and not corrected to date generally. Arrangements have been made for physical education or gymnastics in the Howrah, Uttarpara, Midnapur, and Birbhúm schools.

On the subject of school books I will refrain from touching, for the School Book Committee will, no doubt, set at rest all controversy on the subject. It is extremely difficult to restrain school masters to the use of a proscribed set of school books; favorite authors of the masters cannot be kept out of school, but many of the wretched translations and compilations introduced into schools as original works should be firmly kept out. Many of them are bad both in style, grammar, and matter. The standard of education aimed at in middle class schools is too high; it consists of literature, grammar and composition, arithmetic, euclid, mensuration and surveying, accounts, political economy, natural history, physical geography, geography, history, mental arithmetic, reading and explaining manuscript documents.

Burdwan Division.

The only literary associations are the Hitakari Sabha and the Baksha social science Association, the former devotes the greater part of its time and money towards encouraging female education. The latter is more ambitious and takes cognisance of education, health and sanitation, law and jurisprudence, economy of trade and agriculture. It has established a dispensary and a library or reading room. The income of the Hitakari Sabha last year was Rs. 1,290-9-9, its expenditure was Rs. 802-8-6, the number of its member is 113. The income of the Baksha association was Rs. 51, the number of its member was Rs. 22.

EXAMINATIONS.—Much has been done for education by the annual examinations for junior, minor, and vernacular scholarships. At the matriculation examination of the Calcutta University no less than 106 students were sent up from Government schools, 157 from aided schools, 71 from unaided schools, inclusive of the candidates from the Serampur and Hughly collegiate schools; of these 28 passed in the first division, 55 passed in the second division, and 53 in the third division. The details of the examination will be found in Appendix A. The distribution of scholarships is given in the annexed table.

	First grade	Second grade	Third grade	Total
Bankura School	1	1	1	3
Birbhum	1	1	1	3
Uttarpara	1			1
Bilagar, aided		2	2	4
Hughly Collegiate		1	2	3
Howrah		1	2	3
Hughly Branch				
Chinsurah C			1	1
Serampur College			1	1
	3	6	13	22

The number of candidates in the minor scholarship examination was small; the marks obtained are poor; the number who passed was small. These results are attributed to the epidemic fever, but I believe the fever has little to do with the matter. English education which does not enable the student to discourse fluently in the language is of little use, it is very difficult to get masters for these schools for they are not regularly paid by the managers, who for the most part have employment at some distance from the neighbourhood of the school and wish their children to be educated near home. Some of these schools are started by enterprising English scholars who can find nothing better to do. The schools of Birbhum and Midnapur are highly spoken of. The result of the minor scholarship examination is given below:—

	Average marks obtained by scholars	Number of candidates	PASSED IN					SPECIALISTS OBTAINED
			1st division	2nd division	3rd division	1st division	2nd division	
Burdwan	237.6	51		5	15			5
Bankura	314	14	1		1	1		
Midnapur	205.75	29	4	7	1	4		4
Birbhum	232	3	1	1		1		1
Hughly	240	48		5	11			2

Reports of Inspectors of Schools.

The following table shows there was much more competition for Vernacular scholarships in all districts except Birbhūm. The examination in Birbhūm was conducted under the direction of the Inspector of the Rajshahi Division. The standard was probably higher than that of the Western Circle. The schools of Burdwan distinguished themselves the least, this was owing to irregularity of attendance consequent on the unhealthiness of the district :—

	Average number of scholars	No of candidates	PASSED IN THE			SCHOLARSHIP OBTAINED		One year scholarship	Four years scholarship
			First division	Second division	Third division	First division	Second division		
Burdwan	280 93	121	1	18	54	1	16	10	7
Bankura	177	126	4	15	52	4	6	4	6
Midnapur	107 6	190	6	28	86	6	9	6	9
Birbhūm	251 33	91		3	21		3		3
Hughly	116 61	194	13	31	48	10	1	8	10

INSPECTING AGENCY.—The changes of the past year have interfered greatly with the regular inspection of schools. The Deputy Inspectors at head-quarters spend the greater part of their time at office. Recent changes may have something to do with this, but I may remark that during the last quarter of the year the Deputy Inspectors were at head quarters four days out of nine. Babu Raj Krishna Rāy Chaudhuri of Midnapur was out only four days during the quarter and Babu Parananda Mukherji of Burdwan was out only twenty-six days. I regret to have to say that I do not consider they have been sufficiently active. Babu Bishnu Chandra Mukherji, Deputy Inspector of Birbhūm, alone found time to perform his office work as well as perform an adequate amount of inspection duty. The amount of travelling charges drawn in Hughly and Birbhūm previous to October 1872 is not on record in my office. For other districts the following table is correct—

	No of Dy Inspectors	Salary drawn during the year 1872-73	Travelling drawn during 1872-73	Contingencies, &c	Total
		Rs A P	Rs A P	Rs A P	Rs A P
Burdwan	7	10 105 0 0	3 455 8 0	359 0 0	1 919 8 0
Bankura	1	1 915 0 0	951 10 6	50 0 0	1 916 10 6
Birbhūm	2	3 000 0 0	249 1 0	71 0 0	3 320 1 0
Midnapur	5	3 635 0 0	2 461 10 0	128 0 0	6 224 10 0
Hughly	4	3 900 0 0	259 6 0	111 0 0	4 300 6 0

* For a part of the year there were 2 inspecting officers in this zilla

The system of inspection pursued is not sufficiently strict with reference to aided English schools. In vernacular schools the competency of the masters is frequently tested; but from what I have seen in some of the English schools I fear that this part of the Deputy Inspector's duty is somewhat neglected. On one occasion a Deputy Inspector when called on by me to certify to the fitness of a teacher replied that he considered him worth the salary that he paid to him, forgetting that it was not the general market value of the teacher about which I was enquiring. This instance shows how an inspecting officer may neglect his duty without *malu fides*, but it is questionable how far each Deputy Inspector is entitled to value a teacher without reference to his duties. Those Deputy Inspectors whose circles have not been changed I found exceedingly well acquainted with every thing in their circles and apparently much liked and respected by the masters and pupils of the schools under them. Their reports show them to be an unusually zealous and intelligent set of officers. A little more activity and promptness in obeying orders would be an improvement.

Burdwan Division.

DISTRICT COMMITTEES.—The Committees have all commenced to work right zealously. The first meeting was held by the Birbhúm District Committee on the 20th of January. The Hughly Committee entered in its functions last on the 8th of March. Monthly meetings are held. Sub-Committees meet once a fortnight to transact current business. The exact position of the District Committees with reference to grant-in-aid schools is not very clear. The Midnapur and Birbhúm Committees have shown themselves the most active in the despatch of business. The business of the Hughly Committee is sometimes too heavy to be despatched at one meeting.

The chief friends of education in the division are the Maharajah of Burdwan; the Maharari Sarnamay of Kasimbazar; the Rani of Dinajpur; Babu Navin Chandra Nág; Babus Jáykrishna Mukhurji, Rajkrishna Mukhurji, and Bijaykrishna Mukhurji of Uttarpara; Babu Lachmi Prasad Garga of Maisadal, Midnapur; Babu Radha Ballabh Singh of Kachiakol, Bankura; Babu Madhu Sudan Mukhurji of Sultangachi; Pandit Isvar Chandra Vidyasagar of Birsingha, and Pandit Prasanna Kumar Sarvadhikari of Khanakul; Babu Durga Charan Taha of Ghinsurah; Babu Jogesvar Singh of Bhastara.

From the district officers I have received most elaborate and careful reports, and I am glad to say that the work flows on as evenly as though no changes had taken place. In the Educational Department itself the following officers have done good service.

Babu Bishnu Chandra Mukhurji, Deputy Inspector of Birbhúm.

- „ Siv Chandra Sóm, head-master of the zilla school and Secretary to the District Committee.
- „ Radha Govinda Das, head-master of Howrah School
- „ Brahma Mohan Mallik, head-master of Hughly Normal School.
- „ Kedar Nath Ghosh, head-master of Balagar aided school.
- „ Gangadhar Acharya, head master of Midnapur high school and Secretary of District Committee.
- „ Nil Mani Bhattacharya, head Pandit of Seakhala model school.
- „ Syama Charan Banurji, head Pandit of Konnagar aided school.
- „ Ramanath Tarkabagish, head Pandit of Midnapur model school.

Reports of Inspectors of Schools.

APPENDIX A.

University Examinations.

					Number of candidates	PASSED			Failed.
						1st division.	2nd division.	3rd division.	
IN BURDWAN DIVISION.									
Government Schools									
Bankura Zilla School	..	..	..	..	27	3	7	7	10
Midnapur "	..	..	..	..	13	2	4	2	5
Howrah " "	..	..	..	..	29	5	10	6	8
Uttarpara " "	..	..	..	..	19	3	3	..	13
Birbhum " "	..	..	..	..	18	5	5	1	7
Aided Schools.									
IN BURDWAN DISTRICT.									
Burdwan Mission School	..	..	..	..	4	1	1	1	1
Kulua " "	..	..	..	..	3	..	..	..	3
Badla School	..	..	..	..	2	..	..	..	2
Balgona	..	..	..	..	2	..	..	1	1
Katwa	..	..	..	..	5	..	3	1	1
Muradpur	..	..	..	..	7	..	..	..	7
Akarsa	..	..	..	..	3	..	..	1	2
Pearsara Gopinathpur	..	..	..	..	3	..	..	1	2
Debipur	..	..	..	..	4	..	1	1	2
IN HUGHLY DISTRICT.									
Bansbaria Mission School	..	..	..	..	1	..	..	..	1
Chinsura " "	..	..	..	..	27	1	1	4	21
Mahanad " "	..	..	..	..	2	..	..	..	2
Jonai	..	..	..	..	8	..	1	1	6
Sibpur	..	..	..	..	3	..	..	..	3
Andul	..	..	..	..	7	..	1	..	6
Ampta	..	..	..	..	5	..	..	1	4
Konnagar	..	..	..	..	12	1	3	1	7
Bagnan	..	..	..	..	4	..	..	..	4
Belur	..	..	..	..	1	..	..	..	1
Belati	..	..	..	..	4	..	..	1	4
Jagatballabhpur	..	..	..	..	8	..	..	..	8
Bora	..	..	..	..	3	..	..	1	2
Usoba Mandlari	..	..	..	..	3	..	1	1	1
Bolagar	..	..	..	..	8	5	..	1	2
Bhastara	..	..	..	..	3	..	1	1	1
Chatra	..	..	..	..	2	..	..	1	1
IN MIDNAPUR DISTRICT									
Tamluk	..	..	..	..	6	..	2	..	4
IN BANKURA DISTRICT.									
Ajudhya	..	..	..	..	7	..	..	2	5
Kachiakol Rajgram	..	..	..	..	11	1	1	3	6

Burdwan Division.

APPENDIX A.—(Continued).

University Examinations.

					Number of candidates	PASSED			Failed
						1st division	2nd division	3rd division	
IN BIRBHUM DISTRICT.									
Hetampur	..	..	..	..	1	..	..	..	1
<i>Unaided Schools.</i>									
Burdwan Maharaja's	..	..	..	..	16	1	4	2	9
Kulna, "	..	..	..	..	4	..	1	2	1
Midnapur Local Mission	..	..	..	..	8	..	2	1	5
Birsingha	..	..	..	..	8	..	1	2	5
Birbhūm Mission	..	..	..	..	6	..	..	..	6
Chinsurah Hindu	..	..	..	..	10	..	1	4	5
Salkia School	..	..	..	..	9	..	1	1	7
Salkia Students' School	..	..	..	..	5	..	..	..	5
Chakdighi	..	..	..	..	3	..	..	..	3
Sibpur Institution	..	..	..	..	2	..	..	1	1

APPENDIX B.

THE MAHARANI SARNAMAY'S DONATIONS.

In Burdwan District

					Rs
Lakhoria School .. .. .	..	..	..	..	20
Kaksha .. .. .	..	..	..	..	50
Burrowah .. .. .	..	..	..	..	20
Jubogram .. .. .	..	..	..	..	20
Polashulanga .. .. .	..	..	..	..	20
Bhandul .. .. .	..	..	..	..	20
Bahaypur .. .. .	..	..	..	..	20
Andul .. .. .	..	..	..	..	20
Bilat .. .. .	..	..	..	..	20
Akalpaush .. .. .	..	..	..	..	20
Tarahat .. .. .	..	..	..	..	20
Polashi .. .. .	..	..	..	..	20
Patihat .. .. .	..	..	..	..	20
Nodaha .. .. .	..	..	..	..	20
Badla .. .. .	..	..	..	..	20
Sudpur .. .. .	..	..	..	..	20
Ghoshapanchira .. .. .	..	..	..	..	20

In Hugly District.

Gujarpur School .. .. .	..	..	..	..	20
Ramesvarpur .. .. .	..	..	..	..	20
Santragachi .. .. .	..	..	..	..	20

In Midnapur District.

Balichuk School .. .. .	..	..	..	..	40
Moorakota Bhobanipur .. .. .	..	..	..	..	30
Narianpur .. .. .	..	..	..	..	20
Kasorinagar .. .. .	..	..	..	..	20

*Reports of Inspectors of Schools.**In Midnapur District.—(Continued).*

					Rs.
Srirampur	..	..	..	..	30
Dantun	..	..	..	..	30
Dora Krishnanagar.	..	..	..	..	20
Jalamuta Gopinathpur	..	..	..	..	20
Chak Gonesh	..	..	..	..	20
Garbetta English School	..	..	..	..	20

In Bankura District.

Chatna	30
--------	----	----	----	----	----

In Birbhūm District.

Kulgram School	..	..	..	..	10
Ankhona „	..	..	..	..	20
Bhavanipur „	..	..	..	..	10

THE DINAPUR RANI'S DONATIONS.

1 Guntea (in Birbhūm)	..	..	..	..	15
2 Purvasthali (in Burdwan)	..	..	..	..	15
3 Balgona (ditto)	..	..	..	..	20
4 For certain Schools in Burdwan	65

THE MAHARAJA OF BURDWAN'S DONATION.

Ghoshapanchra (in Burdwan)	20
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Burduan Division.

Annual Return of Schools in the Burduan Division for the year ending 31st March 1873.

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	Number of Institutions.	NUMBER OF PUPILS ON THE ROLL.		Sum of the ages of all the pupils on the rolls on the 31st March.	Average age of pupils on the 31st March.	PUPILS LEARNING							Government grant for the year.	RECEIPTS				COST OF EDUCATING EACH PUPIL.		Number of girls attending in schools classed as boys' schools.						
		On 31st March.	Monthly average.			Number of pupils in average attendance	Sum of the ages of all the pupils on the rolls on the 31st March.	Average age of pupils on the 31st March.	English.	Bengali.	Sanskrit.	Hindi.		Urdu.	Persian.	Arabic.	Latin.	South.	From Government.		From fees and fines.	From other sources.	Total.	Expenditure.	Cost to Government.	Total cost.
A.—Government Institutions.																										
College { General Department	1	120	119	1,687	2,215	18.5	120	101	...	...	2	7	...	...	16,300 0 0	...	6,127 6 0	46,144 6 8	52,271 12 8	42,077 9 0	...	25 5 9
{ Law ditto	1	59	59	389 11	1,302 5	20.4	59	...	...	...	...	...	...	...	...	...	3,391 4 0	...	3,391 4 0	2,440 0 0	...	3 5 5
{ Civil service class	1	113	116 7	1,471 8	2,563 8	22.8	113	...	...	...	...	...	...	...	9,651 8 10	3,373 11 10	4,336 4 0	...	7,714 15 10	7,714 15 10	3 9 10	8 4 2
High Schools { General Department																										
{ Law ditto...	1	12	11	0	223	18.5	12	12	...	...	...	...	...	...	...	...	150 0 0	850 0 0	1,000 0 0	600 0 0	...	54 8 8
{ Law ditto...	1	20	20	18	490	24.5	20	...	...	...	...	...	...	...	...	...	360 0 0	...	360 0 0	...	...	15 0 0
Schools for Boys—																										
Higher English...	8	214	204	...	2,035	14.16	204	1,506	...	...	...	...	...	...	20,455 15 11	16,320 8 0	47,797 15 0	6,490 5 9	74,245 12 9	74,245 12 9	7 15 10	31 6 3
Middle Vernacular ...	26	1,711	1,776	...	16,207	9.70	...	1,711	...	...	...	...	...	...	8,645 8 3	7,824 7 1	5,677 8 6	711 4 3	14,315 3 10	14,017 15 6	4 9 4	7 14 6
Lower Vernacular ...	1	29	21	...	438	13.72	...	29	...	...	...	...	...	...	800 0 0	367 7 9	9 2 3	1,315 4 6	2,230 11 6	2,230 11 6	6 14 10	8 9 3
Normal Schools—																										
For Masters ... Vernacular	8	246	227	...	4,754	19.4	...	246	...	...	...	...	...	...	23,100 0 0	21,011 2 11	1,703 2 9	53 0 0	22,227 5 8	22,227 5 8	5 6 92	97 15 10
Total for Government Schools	43	4,124	4,305	...	58,289	13.17	2,314	3,582	7.36	...	...	...	...	...	74,021 1 0	48,984 5 7	68,021 10 6	5,616 4 9	1,71,770 4 10	1,66,463 9 11	2 3	87 11 0
B.—Schools aided under the Grant-in-aid Rules—																										
Schools for Boys—																										
Higher English ...	6	776	693	...	11,077	14.27	776	510	885	...	...	...	...	...	4,104 0 0	4,124 15 0	5,914 3 6	6,345 14 3	16,355 0 0	16,357 2 0	5 14 11	23 0 8
Under Missionary bodies	28	2,570	2,573	...	34,394	19.43	2,490	1,981	787	...	...	...	...	...	16,719 3 3	15,293 0 5	23,282 15 9	12,396 5 0	67,174 5 0	56,897 8 3	5 14 11	21 15 0
Under Native managers	34	3,336	3,273	...	40,471	13.63	3,264	2,494	1,170	...	...	...	...	...	20,822 3 3	19,419 15 3	29,197 3 3	24,942 3 3	73,539 5 9	73,034 10 3	5 14 11	22 5 1
Total	40	4,346	4,266	...	51,568	14.05	4,260	3,494	1,955	...	...	...	...	...	24,936 3 3	24,613 15 3	53,494 6 6	35,759 5 7	92,447 14 4	92,717 11 5	7 2 3	20 5 10
Under Missionary																										
Middle English ...	4	130	128	...	1,517	10.91	130	102	8	...	...	...	...	...	2,946 0 0	1,017 8 0	1,827 1 0	1,538 11 0	5,323 4 0	5,340 5 1	2 5 2	35 5 6
Under other Christian bodies	1	93	81	...	1,053	11.70	90	...	...	...	...	...	...	...	240 0 0	200 0 0	671 9 8	16 0 0	757 9 8	783 5 9	2 6 0	9 12 9
Under Native managers	102	4,421	4,295	...	48,073	11.23	3,945	4,399	102	...	...	...	...	...	82,650 15 0	30,944 0 3	21,867 6 3	34,155 10 7	80,267 1 1	86,944 0 7	0 6	20 6 7
Total	107	4,654	4,504	...	50,643	11.22	4,177	4,588	110	...	...	...	...	...	84,596 15 0	32,291 8 3	24,296 0 6	35,790 5 7	92,447 14 4	92,717 11 5	7 2 3	20 5 10
Under Missionary																										
Middle Vernacular ...	6	230	219	...	2,880	12.13	...	213	...	...	...	...	...	...	834 0 0	834 0 0	282 11 6	575 1 6	1,692 0 0	1,692 0 0	3 12 11	7 11 7
Under Native managers	185	6,342	6,307	...	57,811	9.45	...	6,112	20	...	...	...	...	...	23,327 5 0	22,563 10 6	16,220 0 8	19,235 12 7	55,111 7 9	57,027 8 10	3 9 2	9 2 10
Total	191	6,572	6,526	...	60,691	9.56	...	6,325	20	...	...	...	...	...	24,161 5 0	23,397 10 6	16,502 13 2	20,390 14 1	60,263 7 9	60,619 8 10	3 8 10	9 2 2

Burdwan Division

B—Pathshalas or other primary schools supported or aided under orders of 19th September 1872 by the Magistrate—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Schools for Boys—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Lower Vernacular		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
F—Institutions abolished during the year—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Grant in Aid Schools (B)		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Pathshalas (D)		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
GRAND TOTAL		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
G—Unaided—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Schools for Boys—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Higher Eng. bodies		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Under Missionary managers		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Total		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Middle Eng. bodies		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Under other Christian bodies		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Under Native managers		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Total		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Lower Vernacular		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Pathshalas		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Madrassas		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Night Schools		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Schoole for Girls—		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Native		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Under Missionary managers		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Total		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	
Total of Unaided Schools		1872-73		1873-74		1874-75		1875-76		1876-77		1877-78		1878-79		1879-80		1880-81	

* In the district returns the Deputy Inspectors give the net grant of Government Rs. 117. This sum was received by the Government in 1881.

† The Government have granted a sum of Rs. 1000 for the year 1881-82 for the purpose of maintaining the schools.

‡ In the district returns the Deputy Inspectors give the net grant of Government Rs. 117. This sum was received by the Government in 1881.

§ In the district returns the Deputy Inspectors give the net grant of Government Rs. 117. This sum was received by the Government in 1881.

¶ In the district returns the Deputy Inspectors give the net grant of Government Rs. 117. This sum was received by the Government in 1881.

Reports of Inspectors of Schools.

REMARKS OF MR. C. T. BUCKLAND, COMMISSIONER OF BURDWAN.

I HAVE to express my satisfaction at finding that Mr. Hopkins has left me so very little to say, and the late date at which his report has reached me in a complete form leaves me little time or opportunity to prepare an ambitious report on my own account.

2. It appears that the total number of schools of all descriptions in this division on the last day of the year under review was 3,697, and the total number of pupils borne on their rolls was 94,085. There was, therefore, one school to every $3\frac{1}{2}$ square miles of the total area, and one student to every 77 persons of the total population of the division, as entered in the margin

Burdwan division
Area . . . 12,719 square miles
Population . . 7,286,956 souls

3 The district reports for the year 1871-72 were not prepared on any uniform or recognized principle. It is, therefore, impracticable to compare the results of the two consecutive years 1871-72 and 1872-73. So far as the records of my office afford sufficient data, I find that in 1871-72 there were 988 schools with 10,085 pupils. In Mr. Hopkins's report the figures for 1872-73 show 3,697 schools, and 94,085 students. It is evident, therefore, that many schools and students could not have been included in the returns for 1871-72.

4 The total cost of maintaining the Government and aided schools during the year under report was Rs. 4,96,178, of which sum only Rs. 1,74,268 were contributed by Government. The amount realized as fees and fines in the Government and aided schools was Rs. 1,76,200, and the local subscriptions amounted to Rs. 1,54,299. The total income of Government and aided schools was therefore Rs. 5,04,768. The amount exclusively appropriated to the support of primary education under Government Resolution of 30th September 1872 was Rs. 4,450.

5. Of the Government schools in this division, those at Uttarpara and Howrah are self-supporting. regard being had to the character of the instruction imparted in them, it appears that the middle class English schools are more costly than the middle class vernacular schools. The expenses of the normal schools are too high and some measures are necessary to reduce them. Private schools under native control are, of course, managed more cheaply than aided or Government schools of the same class, but their efficiency is not so great. The independent school in Chinisurah which the Lieutenant-Governor visited in 1872, and where I assisted at the distribution of prizes in 1873, is one of the most enterprising private institutions, but it will not bear a comparison with a Government school affording instruction of the corresponding character.

6 The annexed tabular statement which has been prepared in my office shows the distribution of all classes of schools, Government, aided, and independent, in the several districts of this division. The colleges and high schools have been excluded from the table, as there is only the one college at Hughly and the one high school at Midnapur, although Mr. Hopkins enters them as three colleges and two high schools in his general statement, because of the law classes and civil service classes at Hughly and the law class at Midnapur. As regards high education, the district of Hughly stands first in this division, but in Midnapur the greatest progress is shown in the diffusion of primary education:—

DISTRICT	Higher class			Middle class English			Middle class vernacular			Lower class vernacular			Primary schools		Night schools	Normal schools		Girls' schools.			
	Government			Aided			Government			Aided			Aided	Unaided	Aided	Government	Aided	Circular schools.	Aided for European.	Aided for natives.	Unaided for natives.
	Aided	Unaided	Total	Aided	Unaided	Total	Aided	Unaided	Total	Aided	Unaided	Total									
Burdwan	1	6	3	42	2	9	91	4	1	11	6	843	973	1	1				2	7	2
Barakura	1	2		2	1	2	12					107	67							3	
Binbhum	1	2		2	2	2	9			2		103	15							2	
Midnapur	1	1		2	1	7	33	1		27	1	77				1	1			6	
Hughly and Howrah	5	22	1	25	3	6	59	1		1		100	858	9				22	3	19	2
Total	8	54	8	107	9	26	114	9	1	41	6	1,411	1,903	12	3	1	22	5	37	4	

7. The total number of students attending all classes of schools on the 31st March 1873 was 94,085. The statistics connected with the social position and religion of these students have not been furnished by the district officers. Mr. Hopkins, in his divisional report, classifies the students as follows:—

Hindus, 48,629; Muhammadans, 2,146; Christians, 225; and others, 33; giving a total of 51,033, which does not tally with the figures (95,085) given elsewhere in his divisional report. No correct generalizations can be drawn when the figures are so incomplete.

Burdwan Division.

8. The year under review has been one of unprecedented activity in an educational point of view. The principal changes that were introduced in the course of the year were as follows:—

1st.—The Education Department was brought more *en rapport* with the civil administration of the districts. The Education Department had assumed a too independent position, and unquestionably it will gain strength from its association with the local authorities.

2nd.—District committees of education have been appointed in those districts where no committees existed, and existing local committees have been reinforced by the appointment of additional members. Some further re-distribution and arrangement of the relative functions of the Magistrate, the District Committee, and the Inspector of Schools, is desirable to facilitate the despatch of business, and equalize and to utilize their forces.

3rd.—Education is to be made less theoretical and more practical by the introduction of subjects which may be of use to the students in the practical walks of life.

4th.—The importance of physical training as an essential part of education has been recognized, and gymnastic instruction has been introduced at the most important local institutions for those who are willing to learn.

5th.—A new scheme has been set on foot for the extension of what is truly called primary education, through the agency of local indigenous schools, adapted to the wants of the lowest orders of the people who at present seek for any sort of instruction. It would be premature to venture to pronounce an opinion as to the success of measures which have been so recently introduced, and which are of such great intrinsic importance. In connection with the development of primary schools, I regret that very little was done during the year under report in any district except in Midnapur, where it will be seen from the district report that the money was spent in encouraging the boys and teachers on a scale which will no doubt have produced an extraordinary stimulus this year, but which the Magistrate could hardly afford to repeat every year.

9. This report should have been in the hands of Government by the 25th June last, but it was only received in this office on the 21st July, from the Inspector of Schools, and further particulars had then to be called for, which were not supplied until the 6th August. Some of the district returns only reached Mr. Hopkins so late as the 21st June or only four days before the date appointed for the submission of the report from this office, and then a scrutiny of the returns disclosed many errors which were difficult of correction, and of which it is feared that they are not thoroughly purged even yet. I trust that next year, when the new machinery has got into fair working order, the report will be submitted more punctually.

10. My thanks are due to Mr. Hopkins for his able and intelligent report, and for the services which he has rendered generally. I should be glad if he could be relieved of the charge of the Cuttack division, for which it appeared at one time that the salary of a separate Inspector had been sanctioned. The district committees have entered on their work with proper spirit and diligence, and the district officers have undertaken the very serious addition to their already onerous duties with a readiness which entitles them to the acknowledgement of Government. Mr. Harrison, as having had special experience in the Education Department, had an advantage over other officers. I was fortunately able to preside at the meeting of the Midnapur Committee, when Mr. Harrison proposed, and the Committee accepted, his scheme of payment by results for the promotion of primary education. I was also able to preside at one of the meetings of the Hughly Committee. The meeting was fully attended, but no business of any special character was transacted on the occasion.

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BURDWAN DISTRICT.

THE Burdwan district comprises the head-quarters and five outlying sub-divisions. To the former a Deputy Inspector together with a Sub-Inspector is posted, to each of the latter a single Deputy or Sub-Inspector is posted. The district, from an educational point of view, is large and important; large additions to it have been recently made. The subjoined list shows roughly the distribution of the schools and state of education throughout the district :—

SUB-DIVISION	Area in square miles.	Population.	Villages.	Number of schools	Number of pupils.	Percentage of pupils to population
Burdwan	841	406,066	1,279	334	7,917	
Kalna	131	286,338	781	159	4,272	
Kutwa	107	232,818	577	125	3,146	
Jehanabad	611	477,475	1,127	335	7,349	
Bud Bud	552	280,181	719	251	7,218	
Raniganj	671	245,017	678	146	3,177	
Total	3,521	2,031,745	5,191	1,343	33,129	1.6

2. In the above table are included 873 unaided pathshalas, maktabas, and tols as well as 16 schools of other classes unaided. From the above table it would appear that Bud-Bud in the matter of education is more advanced than any of the other sub-divisions; in the matter of indigenous and primary schools it is as well off, if not better off than the Burdwan and Jehanabad sub-divisions, although much inferior to either in population and area. This is probably owing to its being more healthy than any other part of the district except Raniganj. The Deputy Inspector estimates the school-going population at 47,513, therefore one boy in every seven goes to a school of some sort.

The details of the 1,343 schools are given in the following table, from a perusal of which it will be seen that primary education has been better looked after in this villa than in any portion of my circle. It is worthy of notice that whilst in Hughly, with a population looking forward to employment in Government service, or in and about Calcutta, higher and middle class education absorbs the greater part of the funds devoted to education, in Burdwan we have a large agricultural population contented with vernacular education and primary schools. It would be found, if a comparison of the two districts were possible, that from an educational point of view Burdwan is really very little, if at all, behind Hughly and Howrah.

SCHOOLS	Number of schools	Number of masters.	Amount of fees.	Amount of Govt. grant.	Amount of subscriptions.	Total outlay on the schools.	Number of pupils.	Average monthly attendance
Higher, aided	6	39	4,161	3,961	4,721	12,638	496	310
Higher, unaided	5	29	490		12,590	13,078	706	496
Middle English, aided	12	110	1,161	11,401	14,107	33,778	1,785	1,260
Middle English unaided	2	8	206		582	788	102	70
Middle Vernacular, Government	9	21	1,251	3,176	184	4,591	446	375
Lower Vernacular, Government	1	7	8	308	1,915	2,231	20	17
Middle Vernacular, aided	51	81	2,478	4,720	3,565	10,730	1,225	902
Middle Vernacular, unaided	1	8	162		1,016	1,178	161	116
Lower Vernacular, aided	11	13	171	474	477	1,122	363	269
Lower Vernacular, unaided	5	5	81			81	128	120
Primary Schools, aided	343	318	7,997	14,515	1,013	23,525	9,897	7,066
Primary Schools, unaided	873	873	23,151		6,378	29,529	17,434	...
Night Schools, aided	1	...	25	70	73	168	41	32
Normal Schools, Government	1	3		5,780		5,780	66	40
Girls' Schools, aided for Europeans	2	3	643	838	575	2,060	27	23
Girls' Schools for natives	7	12	10	871	914	1,789	174	110
Girls' Schools, unaided for natives	2	2	...	...	1,278	1,278	46	34
Total	1,348	1,562	48,942	40,056	40,868	149,899	33,129	11,241

Burdwan Division—Burdwan.

RACE AND CREED OF MASTERS.—The number of masters employed is 1,562; of 873 of these we have no reliable information on the subject of caste and creed, but of the 689 teachers under immediate supervision and inspection it appears that 7 are Muhammadans, 9 Native Christians, and 2 Europeans; the rest are Hindus, of which 463 are Brahmans, 128 Kayasthas, and 132 Navasaks. In the village schools lately brought under control by the Magistrate Kayasthas preponderate, and in all other schools Brahmans have almost monopolized the teacherships. This is to be explained by the fact that, with the exception of the Bagdi and Sodgop castes, the Brahman's caste is the most numerous in the zilla. The explanation of the paucity of Muhammadan teachers is not so easy in the face of a population of 350,000 Muhammadans; for it is well known that Muhammadan instructors are popular amongst their co-religionists. Probably as statistics of primary village schools are collected it will be found that maktabas multiply.

RACE AND CREED.—In schools under inspection there are in all 15,708 pupils, of whom 14,986 are Hindus, 685 Muhammadans, 7 Native Christians, 3 Eurasians, 16 Europeans, 10 Armenians, and 1 Behari Brahman. Of the Hindus, 5,387 are Brahmans, 5,862 Navasaks, and 1,848 Kayasthas. The Brahmans and Kayasthas are to be found distributed throughout all classes of schools, whilst the Navasaks are found generally in middle and lower class schools. The other castes are not numerously represented.

The following table compares the population of each caste with the number of pupils:—

	Population.	Pupils of each caste.	Percentage.
Brahmans	160,821	5,387	3.35
Khetris	12,350	161	1.29
Vaidyas	5,007	254	5.15
Kayasthas	53,398	1,848	3.46
Navasaks	612,312	5,862	.91
Sonarbanias	13,313	275	2.02
Kaibarthas	56,702	82	.14
Other castes above the lowest	149,478	831	.55
Lowest castes	451,181	262	.05

Amongst the first four castes and Sonarbanias, education has made equal progress; but it is worthy of notice that whether the numbers of the Brahman caste be large or small, in all of the districts in the Burdwan division their caste is *facile princeps* in education. This is no doubt owing to a great extent to the rules and customs which regulate their caste and forbid the orthodox Brahman from participating in trade or manual labor. Sonarbanias are generally wealthy, hence they are able as a caste to appear in a prominent position, but their numbers are small. Generally, I think, it may be alleged that the wealthier the caste or class, the more money is spent by it on education. The Muhammadan population of towns is generally of low status in society, whilst the rural population is generally fanatical and views with extreme jealousy any intercourse of their co-religionists with others. This feeling owes itself no doubt to their own zeal in proselytizing others. Education amongst the Muhammadans is a portion of their religion, embracing as it does the study of the Koran in Arabic as well as religious training. If we consider Government schools and schools superintended by Hindus with reference to ourselves, we shall no longer think it strange that so few Muhammadans frequent them, for of all religious bodies Muhammadans are the most jealous and fanatical, and how many English parents would consent to put their children to school with a master of any other religion or persuasion than their own? Much of the opposition to the English Education Bill has arisen from the same sort of sentiments which now influence Muhammadans with reference to our schools in India. Purely secular education is no more satisfactory to them than to English parents; their reasons are probably quite as good, for though the intellect may be instructed and developed under the influence of masters, it is difficult to say whether education or training, properly so called, can be imparted without the aid of religion and moral influence.

SOCIAL POSITION AND CREED OF PUPILS.—This return throws very little light on the subject of Muhammadan education, for though the majority of the Muhammadan pupils belong to the lower classes, the same may be said of Hindus. The distribution of the pupils according to creed and social position is given in the following table:—

	Hindus.	Muhamma- dans.	Christians	Others.
Upper classes of society	24	5
Middle ditto ditto	6,182	178
Lower ditto ditto	8,790	491	2	3

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Amongst the middle classes the professions are represented by 2,557 pupils, and small cultivators or farmers by 6,020. The latter chiefly frequent primary schools.

CLASS OF INSTRUCTION.—In this district higher class education does not appear to be much sought after. The Deputy Inspector, Babu Para Nanda Mukhurji has included the minor and vernacular scholarship course in the upper stage of instruction; but even with this advantage the number of pupils reading in the upper stage is only 338: in other words, taking this stage of instruction to last two years, the schools of Burdwan only turn out 169 pupils annually who have completed an easy elementary course of general instruction. There are no less than 6,667 beginners, who can neither read or write, mostly at pathsalas. Many of these never get beyond the primary stage of reading and writing. In some of the higher class schools there seems to be large numbers of beginners; under the present system it is impossible to check this, but in each school there should be an infant class, in which instruction in the vernacular only is given.

The following table compares the cost of education of a single pupil in each class of school:—

	COST OF EDUCATING EACH PUPIL.					
	Total.			Government		
	Rs.	A.	P.	Rs.	A.	P.
Government Model Vernacular School	9	5	7	6	7	6
Government Lower class ditto	106	3	8	11	13	3
Government Normal School	107	0	7	107	0	7
Higher English, aided	27	12	4	8	7	10
Middle English, aided	20	1	1	6	12	5
Middle Vernacular, aided	9	0	1	3	15	5
Lower Vernacular, aided	2	5	6	0	15	10
Night Schools, Vernacular	4	12	7	1	11	4
Girls' Schools	19	15	10	8	13	2
Old Pathsalas	3	0	6	1	15	0
New Pathsalas ... ..	.....			0	2	10

In the three unaided higher class schools, the cost of educating each boy is less than it is in the aided schools. In the Maharaja's free schools of Burdwan and Kulna, containing 492 and 131 boys respectively, the cost of tuition is Rs. 15-5-2 and Rs. 18-12-11, but then I imagine no charges are made against the schools for buildings. The Chakdighi school costs more than any aided school, the Mayapur school excepted, where the tuition of each pupil per annum is Rs. 10-11-6, of which Government pays Rs. 14-2-6. It is very extraordinary that the establishment of a sparsely-attended school should require to be as large as that of a school of 200 or 300 boys. The grant-in-aid rules compel the managers to keep up the scale of expenditure whether there are boys or not if they wish to draw the grant, hence it happens that middle class English schools are comparatively so expensive. They generally consist of too many classes and too many masters.

The lower class Vernacular school, of which the pupils cost each Rs. 106-3-8 per annum, is the Burdwan school of industry; the great cost is owing to the paucity of pupils. The lower Vernacular schools for boys and girls, schools managed by the Church Missionary Society, are inexpensive. The Christian girls' school is a very expensive institution.

Much of the expense which is shown in the above table results from small and irregular attendance in consequence of the unhealthy climate of the district.

The influence of the epidemic fever has been very disastrous to the south-west, south-east, and north of the Burdwan district; but I am happy to say there is a considerable improvement in the health of the district since the expiration of the previous year. Comparing the list of 51 schools given last year by my predecessor with the statistical returns of the year under report, I find considerable improvement. It is not my intention to compare the results of all the schools given in this report, but I will give a few instances of improvement, thus the Sanakari school is reported to have fallen off from 63 pupils to 32; the average number of pupils on the rolls is now reported as 52. The Bamine school is recovering, the Khandghosh school has quite recovered its average. The Jehanabad sub-division seems to be slow in recovering the effects of the fever. The Deputy Inspector speaks very gloomily on the subject. He says, "the epidemic fever, which has raged with more or less

Burdwan Division—Burdwan.

severity throughout my circle for the last four or five years has severely injured all my schools. No constitution, however robust, could stand proof against the fell disease. Many of the best friends and promoters of education were carried off, and the survivors, subjected as they have been for a long time to disease and heavy expenditure to procure medical aid, have given up all thought of educating their children." He also says that whilst many pupils have died, many have been incapacitated from study. In the Katwa sub-division the thanas of Mangalkot and Sakulipur have suffered severely, the village schools appear to have been most affected. The Deputy Inspector reports eleven schools closed within the year. The Deputy Magistrate of Kulna, on the other hand, reports that the epidemic did not prevail throughout this sub-division, but only in that part of it near to the Sadr sub-division. Neither Sub-Inspectors of the sub-divisions of Bud-Bud and Raniganj give any details on the subject but from personal inquiries I am able to say that neither of these sub-divisions has been seriously affected by the fever. The Jehanabad and Burdwan sub-divisions appear to have been most seriously affected, it would appear that the fever never ceases throughout the year. There has been at least no falling off in attendance during the past year, although 25 schools have been closed. Excluding also the attendance at 88 new pathshalas, there was an attendance of about 13,500 pupils against 11,426 of the previous year. Those who have suffered from the fever suffer more or less still.

The attendance at the schools has been bad, namely 10,105 to 11,324 on the rolls. In private schools, of which returns have been submitted, the attendance has been quite as bad namely 881 to 115, on the rolls. This is of course attributable to apathy and ill-health combined.

Referring to the table at the commencement of this report, it will be seen that the total expenditure on account of Government and aided schools has been Rs. 1,02,206, of which Government contributed Rs. 46,056; a trifling sum of Rs. 401 was spent on new pathshalas but none of the Government grant. Last year my predecessor gave the expenditure at Rs. 1,01,713; and the Government expenditure at Rs. 41,228, there has this year been a slight increase in general expenditure and a large increase in Government expenditure, the cost of each boy's education or tuition being Rs. 7-2-10, against Rs. 9 last year, or cost to Government, Rs. 3-5, against Rs. 3-9. This reduction is to be attributed to the increase in the number of pupils whilst the decrease in private income is to be attributed to falling off in the receipts of higher class schools and girls' schools. It is worthy of note that there is a considerable number of private schools in the district supported at an outlay of nearly Rs. 50,000 per annum.

HIGHER CLASS SCHOOLS.—There is no Government higher class English school in Burdwan, but its place is well supplied by aided and unaided schools, of which there are six aided and three unaided, attended by 1,202 boys. My predecessor gives last year 11 schools with 1,280 pupils, and states that the two previous years gave 1,147 and 1,871, but this is easily accounted for. One school in Burdwan itself, the Mission school, has been closed because the managers found it could not be kept on whilst the fever was raging; and the Mayapur school (which belonged to the Jehanabad circle in 1871-72) from an attendance of 150 has dwindled down to an average of 26. Of the school at Chakdighi the Deputy Inspector writes as follows:—"At one time before the epidemic fever broke out, the school was attended by more than 300 pupils, receiving education free of cost. Many boys passed the University Entrance Examination successfully, and the school was considered one of the best of its kind in this district." On the 31st of March there were 81 boys on the rolls. The attendance in the Duaihat school fell off in consequence of mismanagement. The Balgona higher class school has been closed. The Deputy Magistrate of Kulna writes as follows on the subject:—"The Sub-Inspector is wrong in his information that the higher class English school at Balgona was abolished in consequence of the epidemic. I visited Balgona and inquired about the cause of its abolition, and was informed that it was due to a feud between the zemindar and a large number of respectable inhabitants of the village, who took an interest in its establishment and maintenance. The zemindar has not only withdrawn his subscription, but has also induced many others to withdraw theirs." Bagnapara in Kulna was also closed on account of the epidemic fever.

The three private schools are—

			Attendance.	Cost.		
				Rs.	A.	P.
The Maharaja's School at Burdwan	...	...	492	7,433	14	3
Ditto ditto Kulna	...	...	134	2,370	4	0
Sarada Prasad Ráy's School at Chakdighi	...	...	80	3,273	15	4

the last school was endowed by the late Sarada Prasad Ráy. It contains an efficient staff of teachers receiving handsome salaries. The Burdwan school is the largest of its kind in Bengal and when I visited it I found it attended by nearly 100 boys.

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The aided higher class schools are the following :—

SCHOOLS.	Attendance.	Cost to Government.	Total cost.
		Rs. A. P.	Rs. A. P.
Kulna Free Church Institution	123	990 0 0	3,210 0 0
Muradpur Training Seminary	94	315 0 0	1,368 0 0
Katwa	110	887 15 0	2,967 0 0
Akarsa	59	540 0 0	1,762 0 0
Badla	76	771 8 6	2,260 9 0
Mayapur	35	359 0 0	1,037 0 0

Of these schools those only were successful in passing pupils at the University Examination which are given below :—

SCHOOLS.	Candidates.	PASSED IN THE			Failed.
		1st division.	2nd division.	3rd division.	
Burdwan Maharaja's School	16	1	4	2	9
„ Church Mission School	4	1	1	1	1
Kulna Maharaja's School	4	..	1	2	1
Alarsa	3	..	..	1	2
Katwa	5	..	3	1	1
Devipur Middle Class School	4	..	1	1	2
Total ...	36	2	10	8	16

The Muradpur Training Seminary, Kulna Free Church Institution, and Badla School sent 12 candidates to the examination, but all failed. Mayapur sent none. No Junior scholarships were obtained by pupils from this district.

BURDWAN TRAINING AND NORMAL CLASS.—This institution was established in 1862, and formed a part of the system of primary education of which Babu Bhudev Mukhurji was charged with the inspection. Four hundred and one trained village gurus have passed through the prescribed course, and it is said that 80 per cent. of these are actually working as masters of improved pathshalas, but I regret to say that hitherto no record showing what has become of passed pupils has been kept. At present the total number of pupils in the training department of the school is 59. The percentage of attendance has been low, 62 per cent. This is attributed to the fever. The cost per annum of training a guru is Rs. 107-0-7, and the cost of tuition of each pupil in the attached model school is Rs. 5-7-3 a year, a sum equal to the monthly stipend of a trained guru.

From the school, 41 pupils were tested in a general examination of training schools held under the direction of the Inspector of the Rajshahi Circle, and 35 were passed—3 in the first division, and 32 in the second division. A general list of the result of the examination has been published. The examination consisted of 10 papers in literature and grammar, history, geography, surveying, geometry, arithmetic, accounts, and book-keeping, art of teaching, and object lessons, simple mechanics, sanitation, and composition.

The normal class was established last year, and consists of vernacular scholars of one year and free students; the object of this class is not very apparent unless it be the convenience of one year scholars. There were only nine pupils who appeared from it for examination; eight passed.

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The attendance at the model pathshala was very small, so small that the district committee will do well to dispense with the services of the master entertained to supervise it. The head-master attributes the want of success to the epidemic and competition. The real fact of the case being that instead of confining the school to a primary course, the pupils are crammed for the vernacular scholarship examination.

The head-master of this institution, though an excellent scholar, makes a poor manager, he does not give sufficient attention to his charge. The attendance of the masters and boys is bad, this may to some extent be attributed to fever, but then this fever has been to a great extent the effect of the head-master's mis-management in the matter of lodging houses, all of which I visited and found scattered through the bazar, low, dirty and badly repaired. The District Magistrate proposes many changes, two of which, the relinquishment of all lodging-houses and the reduction in the establishment of servants, have been effected. The pupil teachers have now to find their own lodging and are treated on the same footing as vernacular scholars. The only advantage of lodging-houses is the control exercised by the masters over the pupils out of school hours; practically in this school no such control has ever been exercised.

BURDWAN SCHOOL OF INDUSTRY.—This school is of the nature of a training school, but it does not attract many pupils. The system on which it is conducted is fatal to success; carpentry, blacksmithy, tailoring, manufacture of brazen and copper vessels, as well as silver jewellery, are taught, as well as a course of elementary instruction in the vernacular; trades, however, are taught without reference to castes, thus the *sutradhar* will be found working at brass, the Brahman with carpenters' tools in his hands. I have twice visited the school, and though pleased with the general intelligence of the boys, I have not been pleased with the want of order and discipline prevailing the school. The average number of boys on the rolls was 21, the cost of training each was Rs. 106-3-9. The monthly average of last year was 35 25. The total disbursements last year have been Rs. 2,230-14-6. Of the Government grant of Rs. 100 per mensem, Rs. 244 only was expended.

MIDDLE CLASS ENGLISH SCHOOLS.—Of these there were 42 schools, with 1,788 pupils against 38 schools, with 1,618 pupils of the foregoing year.

Four schools, viz —

	Pupils	Government grant	Total cost		
			Rs.	A.	P.
The Brahma Samaj	42	499 8 6	7	3	0
„ Mohatta	33	334 0 0	10	12	0
„ Srikhand	28	168 0 0	6	12	0
„ Purulia	...	.....	.....	.....	.....

were closed.

Of these four schools, the Brahma Samaj school has been amalgamated with the Muradpur Training Seminary, the Mohatta school has been re-opened since the 1st of April. In the minor scholarship examination 60 candidates appeared, 26 passed, 5 obtained scholarships. I visited last year some of these schools. I was not favorably impressed with them. The two unaided schools of Chaugharia and Satgachia are reported favorably. Mr C. T. Metcalfe visited the former, and gave three scholarships of Rs. 2 per mensem to the three best pupils.

MIDDLE CLASS VERNACULAR SCHOOLS.—Of these there are 44 schools—9 model schools, 31 aided and 4 unaided. Some of these institutions are excellent, whilst others are backward. The Vernacular schools in the Kulna sub-division are backward. The Deputy Inspector's attention has been called to the subject. The Government model institutions are the following:—

	Pupils	Cost	
		Rs.	
Amadpur	65	678	Fees vary from six annas to one anna
Galsi	59	722	
Mankur	67	720	
Kalikapur	37	457	
Sopamukhi	29	231	
Palasdanga	80	445	
Legodarapur	34	422	
Badanganj	60	792	
Burdwan Model School	17	120	

Of these institutions the most successful are the Legodarapur, Galsi, and Badanganj schools, but they were all beaten in the result of the vernacular scholarship examination by

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the improved pathshala of Amrargar, from which five boys passed in the second division. A pupil of Legodarapur obtained the highest marks (393), but he was disqualified by age to hold a scholarship. The aided schools do not distinguish themselves in this examination. The reason of it is this, the managers prefer appointing masters without reference to the inspecting officers, they thus appoint inexperienced and untrained teachers. In Midnapur and Hughly where the appointment of masters has been closely and carefully watched, aided schools compete on equal terms with the Government schools. Last year I find the aided schools were equally successful with the Government schools, but then Badanganj belonged to Midnapur, Legodarapur to Bankura.

PRIMARY SCHOOLS.—For improved pathshalas Burdwan is better off than any other district in the division. They number 255 against 235 last year. The increase is to be accounted for by changes of jurisdiction and classification. Properly speaking, there are 227 day schools, with 28 night schools. They were attended by 7,482 pupils, of whom 401 are girls. The cost of them was Rs. 14,545. This sum was supplemented by about Rs. 8,000 for fees and receipts generally. Of this class of school I have visited several and have been much struck with the extreme popularity of them. In one school, that of Mallikpara near Mankur, I found the studies of 90 pupils of all classes, from zemindar's son to the petty cultivator and shop-keeper, superintended by one master. At another, in the same localities, Amrargar, I found a school of 70 pupils, the villagers at each place had supplied a commodious room and appeared to take considerable interest in the schools which are clearly looked on as village institutions. The Amrargar school did admirably in the last vernacular scholarship examination and two of its pupils of twelve years each obtained four year scholarships. Although these pathshalas should be confined to primary education, yet it is difficult to find fault with the master's ambition when it has been so successful. He does not appear anxious for promotion. The attendance of these schools is generally good, and were it not the case that these pathshalas which were intended for the primary education of the masses, have been one and all diverted to the use of the middle classes and middle class education, they might be looked on as successful institutions. I notice, however, the District Magistrate has a somewhat different opinion, he says—"It appears from the information before me that some of the teachers devote all their time and energy to training a few prize boys for scholarships. In my opinion it is very difficult for any schoolmaster who likes his profession to avoid preference of this sort."

The night schools attached to these pathshalas help to make them popular in the villages; they are intended for adults, but they appear to receive any pupil who is unable to attend the day school. It is questionable whether it would not be better if during the harvest and sowing time all pathshalas located in strictly agricultural districts sat after sunset, for the entire population is engaged in the fields; those not engaged in actual labor are watching. I have received complaints from many Deputy Inspectors on the subject of the irregularity of attendance both of masters and boys during these seasons. In one night school near Bud-Bud I found a large number of adults, all of whom could read easy books and write down correctly anything dictated in the *chalita bhásá*, but I also found them in most instances incapable of understanding and writing the *sadhu bhásá*.

• On the subject of attached girls' classes, attended by 40 pupils, I have little to say, for my experience of the girls' class at Amrargar was not favorable; the girls could not read, but by some means had learnt their books by rote. The Deputy Inspector of Burdwan reports as follows on the subject:—"I reported in previous years that as a beginning, and as a means to conquer the prejudices of the people against female education, the method of rewarding the village teachers at the rate of one rupee for every five girls they educated was excellent; but strict rules having been enforced touching the progress of the girls, they have commenced to disappear from the schools. I have found this method so cheap and good that I would recommend the introduction of the same into the newly-established primary schools in a modified form, with eight annas reward for every five girls." I do not think it necessary to press the subject of female education on the people: whenever they show an inclination to help themselves in the matter, it will be time enough for Government officers to step forward with assistance. It is one thing to encourage female education and another to force it. The advantages of female education may be pointed out, and the ability and willingness of Government to assist it may be announced; and the encouragement thus given will be probably met more than half way; but to send gurunahs days all over the country with a promise of 8 annas or 1 rupee for every five girls they educate is forcing female education, and seems to me unpolitic.

NEW SCHOOLS.—On the subject of new primary schools or village pathshalas—the principle adopted by Mr. Metcalfe was to establish and subsidize schools in populous agricultural villages to the exclusion of the commercial part of the community. The district committee sanctioned 99 of these schools for the whole district, and at the end of the year 88 had been established and subsidized within six weeks by the Deputy and Sub-Inspectors in

Burdwan Division—Burdwan.

co-operation with the sub-divisional officers. The annexed table gives all the particulars available of these schools:—

SUB-DIVISIONS	Number of scho ls	Number and race of teachers			Number of pupils on the rolls on 31st March 1873			Number of girls	Estimated income of Schools			Number of pupils on the rolls		Total			
		Number of teacher	Hindus	Muhammadans	Hindus	Muhammadans	Others		Government	Other sources	Could read and write	Could not read and write					
Burdwan sub-division	10	10	10		184	27			Rs	A	P.	Rs	A	P.	126	85	211
Bud Bud	25	25	25		730	81		58	143	0	0	101	3	0	140	004	817
Katwa	11	11	10	1	508	18		1				162	8	0	129	197	326
Kulna	12	12	11	1	297	31			41	0	0	35	0	3	26	302	328
Jehanabad	13	13	13		260	27			98	15	4	24	6	6	92	195	287
Raniganj	17	17	17		430	13	3		30	0	0	46	14	0	86	360	446
Total	88	88	86	2	2,215	197	3	62							608	1,807	2,415

Mr Metcalfe, in a memorandum on primary education, distributes the money allotted to the district with the following remarks:—

“The grant for the present year is Rs 2,600, and that for the ensuing year Rs 7,500 I would expend Rs 600 of this in rewards to the most deserving pathsalas and schools, with which object the Sub-Inspectors have been directed to hold examinations.

“The amount available between this time and the 31st of March 1874, aggregates Rs. 10,400, which I would suggest to expend as follows:—

	Rs
Rewards according to the result of examinations now being held	600
Ditto ditto ditto in 1873-74	1,000
Two hundred Schools at Rs 3 per annum	7,200
Special donation to Burdwan Industrial School	100
Twenty schools at Rs 5 per annum	1,200
Miscellaneous	300

Up to the 31st of March 88 schools were opened. The sum of Rs 1,600 to be given to gurus is to be paid quarterly, on the report of the inspecting officers, in rewards of Rs 16. Not less than four nor more than five rewards are to be assigned to the pathsalas in any single one of the 22 thanas. The special grant of Rs 100 to the School of Industry has been cancelled. There are now 102 new pathsalas at work; in one the guru draws Rs. 5 per mensem, in 101 Rs 3 per mensem; the total number of pupils is given at 2,822 or 28 to each school

The number of primary scholarships, allotted to this district was 15; 2 scholarships were allotted to each of the seven educational circles, and the remaining scholarship was appropriated to the Purbasthali private school

The examination for scholarships was held in the different circles, and the result is given in the following list:—

	Number of candidates	Number of scholarship awarded	REMARKS
Burdwan Circle No 1	26	2	
Ditto „ No 2	3	2	
Katwa	5	2	
Kulna	9	2	
Jehanabad	7	2	
Bud-Bud	26	2	
Raniganj	12	2	
Total	88	14*	* One granted to Purbasthali school number total 15

The result is unsatisfactory, but a commendement has been made. I hope another year more candidates will present themselves. I regret much I have not received the report of the

Reports of Inspectors of Schools.

District Magistrate bringing the subject of primary education up to date, what I have given above has been gathered from the extremely terse resolutions of the District School Committee

FEMALE EDUCATION—The schools in this district educate in all 701 girls. There are 11 girls' schools, four under Missionary management, three under Native managers, two for European and Eurasian children, and two unaided schools. These schools educate in all 238 girls; 401 are educated in improved pathshalas, and 63 in primary schools. The two schools for Europeans and Eurasians are situated in Burdwan and Raniganj, they are not well attended; both are expensive. The Mission schools for Native girls, on the other hand, are most economically managed; 4 situated in the Kulna sub-division are managed by the Free Church Mission; one is managed by the Church Missionary Society. Of the schools managed by the natives, the Katwa school is the best and best attended, but this appears to be owing to the interest taken in it by Government officers. One Deputy Inspector reports that though no opposition is offered to female education, no one will pay for it, and in some cases the school-masters are compelled to supply books and sweetmeats to the girls to secure a fair attendance. It is extremely difficult to say how the people may be best persuaded of the advantages of female education, for it will not be until then that they will enter on the subject in earnest. At present many educated native gentlemen with whom I have discussed the subject, who are most liberal patrons of education, are of opinion that so long as native women are confined to their houses there is no advantage to be gained in educating them. This indifference will be overcome in the same way as strong prejudice and opposition to female education has been overcome.

MISSIONARY BODIES.—The Missionary bodies active in the cause of education in the district of Burdwan are the Free Church Mission, the operations of which are confined to Kulna, and the Church Missionary Society in conjunction with the Christian Vernacular Education Society in Burdwan.

The following schools in the Kulna sub-division are under the management of the Mission of the Free Church of Scotland:—

SCHOOLS	Boys on the rolls	Cost to Government	Total cost
Kulna Free Church Institution (Higher, Night)	122	Rs 910	Rs 3,240
Kulna Middle Vernacular (unaided)	65		378
Satgachia (unaided)	25		74
Kulna Night School (unaided)	13		91
<i>Girls' Schools (aided)</i>			
Charakdanga	17	96	192
Lakhanpara	32	96	192
Nehpara (unaided)	19	96	192
Satgachia	17		64
Total	300	1,198	4,517

Babu Baikantha Nath Dô, the Superintendent in charge of these schools, complains that girls are removed from school too early and before instruction has made any permanent impression on them.

In connection with the Church Missionary Society and Christian Vernacular Society are the following schools:—

SCHOOLS	Attendance	Cost to Government	Total cost	REMARKS
Higher Class English School		Rs. A	Rs A	This school was closed in the course of the year.
Nine Lower Class Vernacular Schools	420		773 0	
Burdwan Girls' School	21	150 11	301 6	

The English Mission school was a very old and popular institution; the Vernacular and girls' schools have continued, but they are without efficient supervision. It is in contemplation to remove the operations of this Society to Bankura.

*Burdwan Division—Bankura.***BANKURA DISTRICT.**

This district is small and compact; it includes five thanas only; in area it is 1,346 square miles; its population is 526,772; the number of villages in it is 2,028. The total number of schools is given by the District School Committee as 192, frequented by 6,425 pupils. Of these schools 134 are aided or controlled by Government officers, whilst 58 only are returned as unaided. I cannot help thinking that there is some mistake or inaccuracy in these figures, for I find the census gives the number of schools as 356 and police returns as 515. The late Inspector returns the attendance as 14,676; the census gives us 6,575 as the number of pupils on the rolls of all schools. The census returns are admitted to be wrong and my predecessor in a note on last years' report speaking of unaided pathshalas, which he returned at 427, says, "this is the number, given by the Police, of schools, not on the books of the Educational Department." The total number of pupils attending schools managed or aided by Government is 4,724, the average attendance for each school being 35. This average is high, and speaks well for the esteem in which education is held where schools exist, but there is barely one school for every 10 villages or 6½ square miles. The percentage of scholars to the total population is 1·22; there are no means of ascertaining closely the percentage of scholars to the population aged from 4 to 20 years; I estimate this section of the population would amount to rather more than one-third of the whole population, and this shows approximately that 1 in 25 of those who are of an age to learn, receive instruction. The District School Committee have a wide field for work.

The details respecting the 192 schools are given below:—

		Number of schools.	Number of masters	Amount of fees and fines.	Amount of Government grant.	Amount of subscription.	Total outlay.	Number of scholars at close of year
				Rs	Rs	Rs	Rs	
Higher Schools	{ Government	1	11	4,255	1,042	12	6,209	148
	{ Aided	2	11	1,237	1,440	1,967	4,644	166
Middle Schools	{ Government Vernacular	2	6	326	416		742	109
	{ Aided English	7	21	1,418	1,835	1,568	4,821	251
	{ Aided Vernacular	12	30	1,367	2,000	1,404	4,771	504
	{ Unaided English	1	3	24	..	266	290	110
Primary Schools	{ Government Aided	107	111	1,646	2,748	170	4,601	3,316
	{ Unaided	57	57	1,925		424	2,349	1,591
Girls' Schools	..	3	4		600	622	1,222	102
Total		192	254	12,108	11,030	6,523	29,701	6,425

The number of pupils in average attendance monthly, has not been given: the average number of pupils on the rolls of 63 schools is given at 2,605; this total excludes all new primary and unaided schools. Comparison with the figures of last year is impossible, for there have been changes of jurisdiction and transfers of schools. Sunamukhi now belongs to one sub-division of Burdwan, and Kotalpur to another; the officers in charge of these sub-divisions have not noticed separately the statistics of the schools received by transfer. It will be sufficient, therefore, to note, that the three Government Vernacular schools of Polasdanga, Sunamukhi and Legodarapur, three middle class English schools, two middle class Vernacular aided schools, one girls' school, and 22 village schools or improved pathshalas, in all 31 schools, were transferred to Burdwan. I am glad to be able to state this year that the Burdwan fever has not seriously affected the schools of Bankura.

In the district the higher class schools are three in number, namely the Bankura zilla school, which is supported by Government; the Kachiakol school supported by Babu Kanchan-baksh Singh; and Ajudhya school supported by the heirs of the late Gadadhar Banerji, Ráy Bahadur. In the Bankura Government school, I regret to say, there has been a falling off in attendance, which is 186 this year against 222 last year. The head-master attributes this to three causes (1) the opening of a new middle class English school by the Wesleyan Missionaries, (2) the rumours about the abolition of the district, (3) epidemic cholera and chicken-pox which was prevalent during one part of the year. He might have added also, that the peace of the school was disturbed by discreditable dissensions amongst some of the masters who richly deserved punishment. The pupils consist of 181 Hindus, four Muhammadans, and one Christian. Of these seven belong to the upper classes of society, 157 to the middle classes, 22 to the lower classes. The seven pupils belonging to the upper classes are sons of zemindars

Reports of Inspectors of Schools.

with an income from land of more than Rs 10 000 Two of the Muhammadans belong to the amla class, drawing more than Rs. 50 per mensem and less than Rs. 200, the other two belong to the lower classes of Government servants on less than Rs. 20 per mensem

The masters of the zilla school, are returned as eleven in number; the staff actually consisted of 10 only. This number has been since reduced by the dismissal of the librarian for misconduct and by the abolition of the seventh mastership, in whose place it is proposed to appoint a survey master.

Amongst the pupils of the two aided higher class English schools there are no Muhammadans; the total number of pupils is 166. The Kachiakol school is highly spoken of by the District Magistrate and Deputy Inspector; the attendance of pupils does not appear to be so large as formerly. The Ajudhya school has been much neglected by the managers, and in consequence of the protracted illness of the head-master it was rumoured the school was closed, but it is now reported as improving in condition. The Bankura schools are fairly successful in the University Entrance Examination. Last year the candidates who went up for examination came off as follows:—

NAMES OF SCHOOLS	Number of candidates	PASSED			Failed
		1st division	2nd division	3rd division	
Bankura School	27	3*	7	7	10
Kachiakol School	11	1	1	3	6
Ajudhya School	7			2	
Total	45	4	8	12	16

* Obtained scholarships at the Presidency College

The cost of educating boys in the zilla school is something in excess of that in the aided schools, being Rs. 30-10-7 to 28-1-2, or cost to Government Rs 9-9-5 to 8-10-9. The above figures show not only that the education given at the zilla school is superior, but also that in spite of the high fees levied, it is the more popular institution. Physical science and surveying have not been introduced in any of these schools.

MIDDLE CLASS ENGLISH SCHOOLS.—There are seven schools of this class, of which I have been able to visit two only during the short time of my incumbency. These schools were attended by 251 at the close of year against 277 of the previous year. This shows a further falling off in the aided schools, but the one unaided middle class English school shows 110 pupils on the rolls, this gives a considerable increase against the last year's returns. There has been an increase of one school under this head, as appears from the statistics; but the fact is, that three middle class English schools have been transferred to Burdwan, whilst there has been an accession of three schools from Manbhum. Middle class English education does not appear to make much way in Bankura, the schools are badly attended and expensive, the boys as a rule exhibit an ignorance in all the subjects taught, not to be found in Vernacular schools. Beyond a little English nothing is acquired; the anglo-vernacular system is not followed out; English grammar and composition should be taught from special books. History, geography, &c., should be taught in the vernacular independently and not as now in subordination to the study of English. In the schools, which I visited, I found the attendance small, the number of classes large, and every class with English school books learning a few sentences by rote. The cost of these schools is great, and as they depend on voluntary subscriptions, their finances are generally embarrassed. A pupil of the Chatna school obtained a minor scholarship. The average cost of each pupil educated in a middle class English school was Rs. 19-5, of which Government paid Rs 7-5; this shows a considerable increase on last year. The Chatna and Rajgram schools have raised the average cost. The District Magistrate seems inclined to interest himself in these schools, and therefore I hope the current year will show better results.

MIDDLE CLASS VERNACULAR SCHOOLS.—These consist of two Government model schools and 12 aided Vernacular Schools. These 14 schools were attended by 705 pupils against 19 attended by 1,105 pupils last year. Five Schools with an attendance of about 240 were transferred to Burdwan. The falling off in attendance is attributable to the increase in the number of primary schools, and to the prevalence of cholera during the latter part of the year. Of the two model schools, Bishnupur is excellent and serves the purpose for which it is intended; it is attended by 142 boys and managed by three masters. The other model

Burdwan Division—Bankura.

School has lately been transferred from Riborda, where it did not flourish, to Birsinghpur where it appears to be improving; there are 57 boys on the school rolls. Ten Vernacular

A pupil of the Kachukol School, by name Banamali Banurji, aged 13 years, was bracketed first in the Vernacular scholarship examination.

scholarships were awarded to the boys* of the aided Middle Class Vernacular schools. None were obtained by the pupils of the Government schools. This is not accounted for; the Government schools are highly spoken of and well attended. The cost of each pupil in the Model schools was Rs 3-11-6, on account of which Government disbursed from revenue Rs. 2-1-6; in the Aided schools Rs 9-5, of which Government paid Rs. 3-15-6. It thus seems, that for each pupil educated in an Aided Middle Class Vernacular school, Government pays almost double the sum expended in a Model school; it would therefore be sound policy on the score of economy to convert all the Vernacular schools into Government schools on the same scale of establishment. At present each of the Aided schools costs three times as much as a Government school. One Muhammadan only attends these schools. The aided schools are efficient, which to some extent compensates for their great cost, but not entirely; for there can be no doubt that the staff of masters is larger than it should be compared with the number of boys.

GIRLS' SCHOOLS.—Of this there are three in the district. I visited two of them, one of which is managed by the Church Missionary Society; the other is managed by a native Committee. I regret to say that I was not satisfied with either; the attendance is irregular, and two only in the Mission School could read, and no more than three or four in the other. The third school, which is in Kachukol, is reported to be well managed. The Deputy Inspector reports that 25 of the girls of the 102 on the rolls can read and write (which he qualifies by the addition of) and understand easy sentences in their mother tongue. No fees are charged in these schools. He estimates the girls under 12 years of age in the district at 62,000, of which he believes 80 may be able to read and write; he alleges that female education "receives no countenance from the people; with the educated portion of the community it is more a matter of talk than exertion;" he recommends two plans for encouraging female education: one is to declare ineligible for a scholarship any boy who has a wife who cannot read or write, the other is to open girls' classes in connection with the primary pathshalas. The first plan is ingenious but hardly feasible or politic; the procedure of examining husband and wife together, to qualify the former for a scholarship, would be somewhat novel, and would probably tend to discourage general education. The second plan is applied in Burdwan and Midnapur, but does not bear much fruit; still I think it should be tried in Bankura. The subject of encouraging female education is a difficult one. There is policy in the encouragement given by Government to the education of the male part of the population; Government derives a certain amount of direct benefit from it; the education of females benefits Government remotely and indirectly only. The parties benefitted would be the husbands, if any fruit results from the system of female education; but of this I have some doubts, for girls for the most part are married and leave school before they have begun to think, or in other words before their education has begun to be of use to them.

PRIMARY SCHOOLS.—The returns of last year show 55 pathshalas under trained teachers attended by 1,986 boys; of these the Deputy Inspector reports five have been abolished, because they did not thrive where they were located, whilst others have been transferred to Burdwan, leaving 36 to Bankura. The attendance of the schools is rated at 1,206. Five of the schools sit at night. Last year no less than 227 girls are recorded to have attended these schools; no mention is made of them in the District Committee's report; I imagine they were attached to the transferred schools. Besides these pathshalas, there are 71 which have been brought under inspection and control under the orders of Government, dated 30th of September. Of these 54 were village schools which have been subsidized by the District Magistrate as follows: the amount being fixed on the principle that a guru's income should not exceed Rs. 5 per mensem; the subsidy was fixed after considering the probable receipts from fees and gratuities, the number of pupils and the educational requirements of the village.

					Rs.	A.	P.
6	pathshalas at	..	..	..	3	8	0
18	ditto "	..	..	..	3	0	0
11	ditto "	..	..	..	2	8	0
11	ditto "	..	..	..	2	0	0
3	ditto "	..	..	..	1	8	0
5	ditto "	..	..	..	3	8	9

The five last are under Missionary management and the amounts granted were equal to those furnished by the Society's funds. 17 new pathshalas were subsidized to the extent of Rs 2-8 per mensem. Out of the grant of Rs. 1,000, Rs. 482-11-3 was spent in subsidizing schools. Rs 252 was spent in building schools in accordance with the orders of Government, dated 3rd of January 1873. A balance of Rs. 265-4-9 remained unexpended.

Reports of Inspectors of Schools.

On the rolls of these 71 schools were 2,110 at the end of the year. No primary scholarships were distributed because efficient arrangements for examination could not be made in time. No class for training gurus has been established. The District Magistrate expresses his doubts as to the expediency of compelling them to attend a normal class; he imagines it would be distasteful to them and tend to excite their suspicions as to the ultimate object of Government. In Cuttack the old gurus willingly come in for a course of training and seem to enjoy it: a little tact may be required to overcome the prejudices of some, but experience shows that natives, old or young, are exceedingly docile and tractable when properly managed. I hope the project of a training class will not fall through, for when in Bankura three or four months ago I visited an aided indigenous school, and it seemed obvious to me that the gurus task was to keep the boy's attention to their books, and that he did so well, was proved by the fact, that two or three read admirably from books which the poor old guru himself was powerless to decipher.

Only 57 indigenous village schools under private management have been included in the statistics, the Deputy Inspector explains this thus, "being alone in the district, &c., &c., I could collect statistics from only 57 private pathshalas. There are no doubt many more in the district." It thus appears that the returns are incomplete. Much more information might have been gathered had the records and reports of former years on the same subject been consulted; it was not absolutely necessary for the present Deputy Inspector to go over all the ground examined by his predecessor before. The 57 private pathshalas are said to be frequented by 1,585 Hindu and six Muhammadan boys; the cost of the pathshalas or receipts of the gurus is said to amount to Rs. 2,319; the cost of each boy per annum being nothing less than Re 1-8, an estimate which is probably within the mark.

It is reported the six Musalman boys only attend those pathshalas. It seems somewhat extraordinary, that out of 4,907 youths drawn from the middle and lower classes, six only should be Muhammadans out of a population of 13,500. I am inclined to think that private makhtabs exist, for Bankura Muhammadans can generally read and write.

In improved pathshalas under trained gurus the District Magistrate notices what I have had occasion to notice in other districts, that there is a tendency to raise the standard of education. The gurus like to send boys up to the Vernacular Scholarship Examination and thus, they imagine, qualify themselves for a pandit's appointment in a Middle Class School. I am glad to report that the District Magistrate has taken measures to repress this tendency, and as far as he can to confine Primary schools to Primary education. This tendency will be discouraged by the system of primary scholarships and may be further discouraged by a rule prohibiting boys from such schools appearing in the Middle Class Examinations. At first sight it may not appear worth while interfering, but the guru cannot possibly teach a large number of boys if his own attention and intellect is strained to teach a few to a standard which he himself has barely reached.

CREED AND RACE OF PUPILS AND TEACHERS—Of Muhammadans 24 only are pupils in the schools under report, they are almost equally divided amongst the different classes of schools; ten frequent the unaided schools; of the rest three are Christians and 6,298 Hindus. These and their teachers are distributed as follows amongst the various castes

	Population of each caste.	Number of students of each caste	Percentage of pupils in each caste.	Number of teachers
Brahmans	49,473	1,923	3.8	119
Khetris	9,183	349	3.4	9
Vaikiyas	2,386	134	5.6	7
Mazdhas	11,676	602	5.6	89
Navaaks	99,701	2,217	2.2	18
Sonarbanias	5,250	177	3.3	1
Kaibarthas	12,644	224	1.7	1
Domes, Chandals, &c.	12,174	713	5.8	10
Total	312,055	6,390		264

Burdwan Division—Burdwan.

This table speaks for itself, a large portion of the population is practically unrepresented. Navasaks include all the castes and sub-castes of the lower section of sudras. From the returns of race and creed it will be perceived that Brahmans attend all classes of schools in large numbers; they predominate in higher and middle class schools. Navasaks, as might be expected, predominate in the Primary schools, though a fair number attend the Higher Class schools. Khetries, Vaidyas, and Kayasthas frequent all schools, whilst the majority of pupils of the lower classes attend the Primary schools. The teachers are all Bengalis and generally Kayasthas or Brahmans.

SOCIAL POSITION —Bankura is inhabited by the middle and lower classes; the higher class of society is fairly represented by 44 pupils, the sons of zemindars whose income exceeds Rs. 10,000. 20 of these attend the higher class English Schools of Ajudhya and Kachiakol; nine attend old improved pathshalas; this alone shows that Primary schools under trained masters are not likely to want popularity. In the middle class of society no less than 913 pupils out of 1,971, belong to the class of petty landholders whose income is less than Rs. 1,000, and more than Rs. 50 per annum, and holders of religious endowments. In the lower classes of society, agriculture heads the list with 2,050 boys out of 4,410, a very large proportion of these attend Primary schools, in fact 1,710 do so; next in the list come petty shop-keepers, of these again 509 frequent the Primary schools. This would seem to point to the fact that hitherto we have been educating only a few favored castes, and the mass of the population has been neglected.

The District Magistrate advocates an increase in the number of scholarships for the encouragement of general education. My predecessor, Mr. Martin, recommended the encouragement of female education by special scholarships. The District Committee hardly had time to consider these subjects before the close of the year, for it had hardly entered on its functions. One difficulty has been smoothed for them, for under the late orders of Government they are able to disburse a portion of the allotment for primary education in scholarships to girls' schools. Female education should form a part of primary education which is especially commended to the care of District Magistrates and District School Committees.

*Reports of Inspectors of Schools.***BIRBHUM DISTRICT.**

The area of this district is 1,314 square miles, being two square miles less than that of Bankura; the population is 695,921; the number of villages is 2,174, there being 518 persons and 1.84 villages per square mile. The total number of schools at the end of the year was 146, or one school to every 4,766 persons, to 16.9 villages, to 9.2 square miles. Last year the number of schools is said to have been 604, of which 60 only were Government and aided schools, 544 unaided schools. During the year under report 64 Primary schools were taken under inspection under the orders of the 30th September 1872: 17 unaided schools are entered in the returns. In the number of old pathshalas there has been an increase of 9 schools since the end of last year; 1 schools have been closed. It would appear, therefore, that the District Committee has included in its returns only those unaided pathshalas which have been inspected and reported on. The thanas of Palsa and Nalhati were detached from the district last year; this renders a comparison between the educational results of the last and previous year impossible, for I have received no special reports on these two thanas.

The subjoined statement gives the number of schools under each class, together with the information required by His Honor the Lieutenant-Governor, in letter No. 1222, dated 8th April 1872. For convenience of reference I have compiled the information into one table.

BIRBHUM DISTRICT.

SCHOOLS		Number of schools	Number of masters	Amount of fees realized	Amount of Government grant	Amount of subscriptions	Total amount paid on the schools	Number of scholars at the close of the year
				Rs.	Rs.	Rs.	Rs.	
Higher Schools	{ Government	1	9	1010	1713		5703	270
	{ Aided	2	10	580	711	1,169	2361	81
Middle English	{ Aided	8	23	941	1900	2,014	5,106	247
	{ Unaided	2	2	28		179	208	51
Middle Vernacular	{ Government	2	5	153	576	6	600	76
	{ Aided	9	22	1045	1,102	1,116	3,576	577
Lower Vernacular	Aided	2	3	55	165	169	390	79
Primary Schools	{ Aided	103	108	2,012	1737	535	4,505	3,270
	{ Unaided	15	15	173		24	197	809
Girls Schools	Aided	2	4	18	244	258	520	59
Total		116	291	9,315	8,315	5,970	23,539	4,881

The district returns give the monthly average of attendance of pupils 78,827. This is so palpably wrong, that I have omitted the details of this column. The returns of 1871-72 give 60 Government and aided schools attended by 2,235 pupils. The returns of last year for 65 schools of the same class give the number of pupils on the rolls on the 31st March as 2,355; the average being more than 36 to each school. This average is very good in the face of an epidemic fever, described to be of a most deadly type, which prevailed in the south and south-eastern portion of the district. Villages are said to have been almost depopulated. Some schools have been closed in consequence of this calamity, others, though not actually closed, might have been closed with advantage, for they have deteriorated in respect to numerical strength and the standard of instruction. Many schools have been transferred to more healthy localities. I regret that the Deputy Inspector in his statistical returns has not especially remarked on the schools in the fever-stricken localities and shown the extent of the deterioration. It is, however, noticeable with reference to many of the schools that the monthly average exceeds considerably the number of boys on the rolls on the 31st of March. The Parbatpur Model School and the Surul higher class English school are notable instances of this.

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The following table gives some interesting particulars of the cost of each pupil in each class of school. For convenience of reference I have included this information in one table

CLASS OF SCHOOLS	Total cost of each pupil			Cost to Government		
	Rs.	A.	P.	Rs.	A.	P.
Higher Class English { Government	25	9	0	7	12	0
{ Aided	26	11	6	7	11	1
Middle Class Vernacular { Government	6	15	3	1	15	6
{ Aided	8	9	11	3	7	3
Middle Class English aided	21	14	7	7	11	6
Girls' Schools aided	10	3	2	1	12	0
Primary Schools distributed by Director	9	9	3	1	6	0
ditto by Magistrate	1	1	0	0	13	9

From the above it is clear that middle class English schools cost Government more than any of the higher class English schools. It is also clear that Government pays more to educate a pupil in a subsidized higher class school, than in a school wholly supported from Government revenue and fees and fines. The secret of this will be found in the fact, that the schooling fees are lower in aided schools, and that the establishments cost comparatively more in our aided schools. The two unaided schools, the one managed by Messrs. Eiskine of Hambazar, and the other by native residents of Bolpur are both middle class English schools, and each pupil costs respectively Rs. 16 and Re. 1 to educate per annum. No explanation is given of the latter amount, but I imagine it is briefly this, that the school was either established shortly before the expiry of the year or the teachers gave their services gratis. The total expenditure in all schools was Rs. 23,539 against Rs. 21,762 of the previous year, the Government expenditure being Rs. 8,345 and 9,894 respectively; the committee expended Rs. 2,098-12 of Government money on the zilla and higher class English schools against Rs. 3,450-15-6 of the previous year.

MASTERS AND PUPILS.—The number of masters is 201, or one master for 24 pupils on the rolls. The Brahman caste furnishes more masters than all the other castes together; no less than 116 out of 201 masters are Brahmans; of the 60 masters employed in aided schools no less than 42 are Brahmans; of the rest (85) 49 are Kayasthas. The very numerous and comprehensive caste or title, Navasak, includes in its ranks 16 masters only. The Brahman population is numerically superior to the Kayasth population by five times. The Rajput or Khetri population of 7,028 is barely represented. The Muhammadan population of 111,795 is represented by two teachers in two Primary schools. The aboriginal and semi-Hinduised tribes forming almost one half the population, furnish no masters.

The following table gives various interesting details regarding the 4,854 pupils in a small space

CASTE OF PUPILS	Population of caste	Number of pupils of each	Percentage	REMARKS.
Brahmans	42,287	1,489	5.2	Muhammadians 285
Khetris	7,224	38	52	Christians 30
Vaidyas	1,320	113	8.5	Santhals 13
Kayasthas	8,319	375	15	428
Navasaks	269,775	1,769	65	
Kaibartas	11,081	77	6.9	
Sonarbanuas	5,262	139	2.6	
Other castes above the lowest	340,519	569	18	
Lowest castes, including aboriginals		97		
Total	680,121	1,556		

Vaidyas and Kayasthas are generally in more affluent circumstances than Brahmans, whose pride is apt to cause improvidence. The population of Vaidyas and Kayasthas is so small that it would be unsafe to attempt to generalize from the statistics available. 285 Muhammadan pupils attend the schools, of these 178 are instructed in the 69 village schools assisted during the year from the allotment for primary education. 16 attend the Government zilla school.

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Of the 4,884 pupils under instruction, 2,687 cannot read or write or understand easy sentences in their mother tongue. The majority of these beginners frequent the newly subsidized village schools. A considerable number frequent the higher middle class English schools. Admission to all English schools should be refused to all candidates unable to read and write the vernacular with tolerable fluency.

On the subject of the social position of the pupils there is little to be said except that the higher classes do not seem to frequent our schools to a very great extent. The classes who contribute most pupils are petty land-holders with an income between Rs. 1,000 to Rs. 50, giving 472 pupils, and the inferior grade of professional men and clerks giving 334. In the lower classes of society, as might be expected, cultivators and petty shop-keepers contribute more than all the other classes together, in all 1,881; out of these a large number frequent Primary schools.

HIGHER CLASS ENGLISH SCHOOLS.—The Government zilla school is one of the best in Bengal. On the last day of the year it contained 270 pupils, the daily average attendance being 195; this shows a decided improvement on last year. This the Committee attributes to the zeal and ability of the Head Master in whom they have the highest confidence. The income of the school amounted to Rs. 6,195-15; expenditure to Rs. 5,753-0-3. The fees of the lower classes have been reduced. The fees now stand as follows:—from 1st and 2nd classes Rs. 3, 3rd and 4th classes Rs. 2, 5th and 6th classes Re. 1, 7th class 8 annas. From the reduction in the rates of fees an influx of pupils to the lower classes ensued. The attendance does not appear to have been so good as it should be, but this is attributed to the epidemic fever. The first three classes are instructed in Sanskrit. A Persian and Arabic master has been appointed on Rs. 25 per mensem to instruct pupils in these languages; the Committee hope thereby to induce the Muhammadan inhabitants of Suri and its environs to send their children to the school. Physical training has been introduced into the school under the supervision of the 6th master who studied for six months at Hughly in the Civil Service class. Great credit is due to the managers of the schools both for their activity and energy in carrying out the orders of Government as well as for the changes they have effected, and extra expenses incurred in the face of reduction of both Government grant and fees. The vernacular, minor, and free scholars are, with one exception, reported on favorably. The services of the vernacular scholars are utilized as monitors, to teach arithmetic and the vernacular in the lower classes: the scheme is an experiment, I hope it will answer, as well as the tentative boarding establishment appears likely to answer, when the building is completed. Of the other higher class English schools I cannot report so favorably. The Surul school has no 1st and 2nd classes, in other words, it is a higher class school no longer; it contains on the rolls 26 boys, this is owing to a great extent to the epidemic fever. The Hatampur school is managed by Babu Ram Ranjan Chakravarti, and contains 55 boys. The following is the result of the University matriculation.

NUMBER OF CANDIDATES	PASSED IN			Number failed,
	1st division	2nd division.	3rd division	
Suri	5	5	1	7
Hatampur	1			1

The Surul school sent up no candidates: the Bīrbhūm Mission school sent up six candidates all of whom were plucked. The school has been closed.

GOVERNMENT MODEL SCHOOLS.—Of these there are but two at Purandarpur and Tanti-para. The latter has on its rolls 63 boys, but the former has lately been established; it was transferred from Parbutipur in the year under report, in consequence of the epidemic the pupils fell off from 30 to 5 or 6, and fees fell off to Re. 1 per mensem; many of the pupils died of the epidemic fever. A special report will be called for from the Deputy Inspector on the influence of the epidemic on the schools in south Bīrbhūm.

MIDDLE CLASS ENGLISH SCHOOLS, AIDED.—These schools are reported of very favorably; it is a matter for regret that the Dwarka school was closed in consequence of the epidemic fever and the neglect of the managers. The Majpur school has suffered greatly from the same fever, and the schoolhouse has been burnt down, together with the greater part of the village. Seven candidates appeared from these schools at the minor scholarship examination; three only passed.

MIDDLE CLASS VERNACULAR SCHOOLS, AIDED.—There are nine of these schools, that at Suri under the management of the leading men of the place is reported the best; it contains 199 pupils, of whom 24 are Muhammadans. The Sahapur, Mangaldihi, Hathia, and

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Benuria schools have suffered severely both numerically and financially in consequence of the epidemic fever. None of the candidates from these schools passed in the first division in the vernacular scholarship examination.

LOWER CLASS VERNACULAR SCHOOLS.—These schools are reported as decidedly inferior to the improved pathsalas under trained teachers, the cost of the education of each pupil is more than double that in a pathsala: the instruction is the same. I should like to see the constitution of these schools changed.

GIRLS' SCHOOLS.—There are three girls' schools of which two received grants-in-aid under the regular rules, the third is aided under the pathsala system. The Suri girls' school is under the management of the Baptist Mission. The girls' are instructed in both English and Bengali. The institutions do not seem to make much progress unless they are under European management, but it is something to have made a commencement.

The middle class pathsalas are simply cheap middle class vernacular schools, they seem to be equally successful. They are called middle class pathsalas, simply because they receive aid from the pathsala funds. The Committee will be able now to transfer them to the grant-in-aid fund.

PRIMARY EDUCATION.—For education of this class there are in all.

(1). Twenty-nine improved pathsalas costing Rs. 1,154-15, attended by 904 pupils, of whom 62 are girls.

(2). Seven night pathsalas costing Rs. 175, attended by 183 pupils, averaging 19 years of age.

(3). Sixty-four aided indigenous pathsalas, costing Rs. 1,578-8, attended by 2,084 pupils, of whom 12 are girls.

The 1st class is reported doing well. The Deputy Inspector appears, however, to think that it is a matter for congratulation that these schools will be very soon compete on equal terms with middle class vernacular schools. All the schools to the east of the district were affected more or less by Burdwan fever, many were transferred to healthy situations.

The night schools are intended for those whose occupations debar attendance at day schools to which they are generally attached. The three rupees only are taught in those schools.

On the subject of the 3rd class, the District Magistrate says "previous to the 30th September 1872, there were in the district 392 boys' Bengali pathsalas, 16 maktabas, three Sanskrit tôls, and one girls' pathsala, in all, a little over 400 indigenous village schools, instructing in the first rudiments some 5,000 scholars. Under the operation of the orders of the 30th September, monthly grants amounting to Rs. 201-8 were during the year of report, assigned to 43 existing and 21 newly established pathsalas. But both these have been increased since the end of the year."

"The system of allotment experimentally adopted was an attempt to combine, when fixing the amount of grant, a consideration both of the number of scholars and of the quality of instruction imparted. The Committee deliberated on the scheme submitted by the Deputy Inspector of Schools, and another suggested by Mr. H. L. Harrison, for adopting a system of payment by results to the gurus of the Midnapur District. Considering the difficulty that would attend the practice of rewarding gurus by results, and the inconvenience of adjusting accounts of payments, that must, under this system, necessarily always vary, the Committee thought fit to recommend the adoption of a system of uniform payment to each guru, according to numerical strength and the quality of instruction imparted in his school."

The details of the scheme are given by the Deputy Inspector as follows: "With a view to carry out the modified system of payment by results as above described, the pathsalas ought to be divided into three classes: those teaching boys up to the primary scholarship course, are to be placed in the 1st class; those teaching reading, writing, and simple arithmetic, in the 2nd class; and those teaching only writing and arithmetic, in the 3rd class. In classifying the pathsalas, the number of students ought to be considered, equal importance being attached to the quality of education imparted and the numerical strength of the school. To illustrate what I mean, I would give the guru of a pathsala which has 40 pupils, and the head boys of which study the primary scholarship course, a reward of Rs. 5 a month. Another pathsala which teaches the same course may have 20 boys only, the guru of this ought to have only three-fourths of Rs. 5 the maximum grant. The calculation being made thus, for quality of instruction the guru gets half the grant, or Rs. 2-8, for numerical strength he gets one-fourth grant or Re. 1-4 or Rs. 3-12." This system with little change has been carried out, and with the aid of a Sub-Inspector, who appears to be a very active officer, the new schools are subject to close supervision.

From the beginning of the new official year 160 pathsalas have been subsidized, 25 of which were new pathsalas receiving grants averaging Rs. 2-8 per mensem. The Deputy Inspector reports that the actual distribution of money to existing pathsalas has imparted such stimulus to professional gurus and others, that new pathsalas are springing up every day, and applications daily come in for grants.

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The middle and lower classes of society frequent these schools, of which one is a maktab, but there is a sprinkling of all classes of society. The children of the lower classes do not continue in the pathshalas for any length of time, for as soon as they have acquired a little knowledge or intelligence, they are compelled to leave the institution to assist their parents in cultivation, or tending cattle, or attending their shops.

The teachers of these schools were formerly generally Kayasthas, but now Brahmans begin to find them worth their attention. The gurus are reported competent to teach writing and simple arithmetic. Mental arithmetic and Suvankari formulæ are well attended to, few books are used except the Guru Dakhina and the Chanakya sloks or sanskrit texts. Many gurumahasays are introducing books into these pathshalas, but I doubt whether this will be an improvement on oral instruction in such schools.

PRIMARY SCHOLARSHIPS.—A general examination for the selection of successful candidates was held on the 14th of February last. The examiners were the head-master of the Government school, the head-master of the Suri vernacular school, who has now been appointed Sub-Inspector, and the Deputy Inspector. 16 candidates only appeared, the four scholarships were distributed to four pupils of the Gopalpur, Bharbuna, Tekurbeta and Bhavanipur improved pathshalas. For the current year it has been determined that the examination shall be held for the award of these scholarships at four different centres.

UNAIDED SCHOOLS.—Of these the middle class English school at Bolpur has been the subject of some correspondence. Surul is close to Bolpur. The unaided pathshalas, 12 in number, which appear in the returns, have been reported preparatory to the grant of aid. The Sanskrit tôls do not appear to flourish. In the three existing tôls there are but twenty-eight students, these devote their time to the old system of logic and Hindu laws.

PERSIAN MAK TABS.—These are estimated 14 or 15 at most, attended by 80 or 90 students, but it would appear that a system of private family education is pursued, a duty which Muhammadans are more inclined to perform than Hindus. The Muhammadan students of the Bengali pathsala at Baruan which is under a Hindu, are taught gratis in Urdu and Persian by a well-to-do Muhammadan gentleman. The Muhammadan community of these parts are, as a mass, as well if not better educated, as far as reading and writing goes, than the mass of Hindus. Itinerant munshis wander from village to village and are hospitably entertained, and in return instruct for a short time the youth of the village and pass on to another village. The instruction is desultory and variable, the industry of the teachers is great, their work is a work of love, and although from the uncertain presence of the tutor these classes escape our notice, much good is done, and much solid information on the rudiments of knowledge is imported.

INSPECTING OFFICERS OF BIRBHUM.—The Deputy Inspector, Bishnu Chandra Mukherji, is a 1st grade officer, during the last year he travelled 3,025 miles, paid 263 visits to schools. The Sub-Inspector joined his appointment on the 8th of March, he travelled 183 miles and inspected 44 schools. The cost of inspection was Rs. 3,320-1. I am able to endorse the opinion of the District Committee with regard to the Deputy Inspector and head-master of the zilla school, who is also Secretary of the Committee; they have during the past year proved themselves valuable officers, and have performed much useful and arduous work.

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MIDNAPUR DISTRICT.

During the past year a change has been effected in this district by the addition of the thannahs of Chandrakona and Ghatal by transfer from Hughly. The area of the district is now 5,082 square miles: it contains 12,962 villages, its population is 2,540,963; the number of persons and villages per square mile is 500 and 2 respectively. The number of schools accounted for by the district committee is 860 for the year of report; of these, 576 are primary schools, brought under control by the District Magistrate, and 4 unaided school; there is, therefore, about one school to every 3,000 persons, to every 13 villages, and every 6 square miles.

The subjoined table gives in a compendious form a number of interesting details regarding the 860 schools:—

SCHOOLS		Num- ber of schools	Num- ber of schools	Amount of Fees	Amount of Govern- ment grant	Amount of subscrip- tions	Total out- lay on the schools	Number of scholars	Average monthly attendance
				Rs	Rs	Rs	Rs		
High School	College classes	1	1	180		850	100	13	6
	Law class	1	1	300			300	20	18
	School Department	1	11	524	3000		785		189
Higher Schools	Aided	2	13	142	1152	1405	3993	161	117
	Unaided	1	8	84		1764	2088	127	18
Middle English	Aided	22	82	4618	7257	7302	11772	1023	729
	Unaided	1	4			2138	2133	61	2
Middle Vernacular	Government	7	19	1816	1408	327	3748	425	632
	Aided	33	80	2330	4783	427	11,344	1264	999
	Unaided	1	1	36		288	344	36	20
Lower Vernacular	Aided	27	27		886	886	1772	42	450
	Unaided	1	1			17	17	14	16
Primary Schools aided		752	752	20,597	1188	1510	35941	16,082	3281
Night Schools aided		2	4	16	216	224	344	52	36
Normal Schools		2	6	16	6964	1312	8271	103	17
Girls' Schools aided, for natives		6	2	3	936	1317	2254	181	166
Total		860	1,018	37,119	40,020	24,005	1,00,262	20,143	12,577

In the report of 1871-72, I find the number of schools given at 275, and the students 8,731. In the year of report, the schools of the same class are 281 and the students 8,841. The statistics of the previous year seem incorrect, for in the papers before me, prepared by my predecessor and the District Magistrate, the students of 1871-72 are given as 8,731, 8,970, and 8,604. There has been an important increase in the number of schools, but at the same time the increase in the number of students does not appear commensurate with it. There has, however, been an increase in the attendance of every class of schools, with the exception of Government model vernacular schools, which give the number of students 425 against 517 of the previous year, and improved pathshalas, which give 5,094 against 5,671. The principal additions were the Jirat higher class English school in Chandrakona; 5 middle class English schools, 9 middle class vernacular schools; 17 improved pathshalas; 2 night schools, 2 girls' schools, and the unaided higher class English school at Busingha. The falling off in the average of pupils may be accounted for by the encouragement given to indigenous schools, the number of pupils in which are returned at 11,502. The percentage of students (20,313) to the population is almost 1.25; this would be about 4 per cent on the school-going population, or rather on the population between 4 and 20 years of age which might, with advantage, go to school.

The cost of instructing a single pupil in each different class of school is given in the following table for convenient reference and comparison:—

SCHOOLS	Total cost of each pupil			Cost to Government		
	Rs	A	P	Rs	A	P
College classes	218	2	8			
Law classes	40	0	0			
Government zillah school	12	8	4			
Higher class English school aided	25	10	1	13	6	3
Ditto ditto unaided	14	9	0	7	6	1
Middle class English aided	19	2	6			
Ditto ditto unaided	33	5	4	7	6	0
Government vernacular schools	8	4	7			
Aided middle class vernacular schools	8	9	5	4	2	7
Unaided ditto ditto	9	0	0	3	10	4
Aided lower vernacular schools	3	12	0			
Unaided ditto ditto	1	1	3	1	14	6
Improved pathshalas	3	7	10			
Primary subsidized	1	11	10	2	3	
Girls' schools	11	9	0	0	5	3
				4	9	6

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The cost of education in the zilla school is a little above the average, and admits of reduction, as I hope to show hereafter. The middle class English schools cost Government as much as the higher class aided schools. The middle class vernacular schools cost about half the amount of middle class English. It seems to make little difference whether Government aids schools or bears the whole cost of them, if the average cost of educating each pupil be considered.

The unaided higher class English school is that of Birsingha, under the management of Pandit Isvar Chandra Vidyasagar. The unaided middle class English school is maintained by the Maisadal zemindar; it appears to be a very expensive institution. Improved pathshalas cost more than they should for the number of pupils educated. Girls' schools are very expensive institutions and not well attended.

The distribution of schools in the four sub-divisions of Midnapur appears to be as follows:—

NAME OF SUB-DIVISION	Area in square miles	Population	Government and aided pathshalas	Indigenous pathshalas subsidized under the grant system	Private schools	Average of population for each Government or aided school	Square miles for each Government or aided school	Average of population for each indigenous pathshala	Square miles for each indigenous pathshala
Sadr	2,962	1,276,388	163	213		7,830	18	5,002	13
Garbetta	649	364,186	62	119	2	5,717	10	2,379	4
Tamluk	621	467,817	24	105		16,707	22	4,165	5
Kantai	550	412,272	23	109	2	19,227	37	4,057	7
Total	5,082	2,540,660	276	576	4	9,204	18	4,111	8

I am indebted to the Deputy Inspector for the above table; the high school and Government normal school have been omitted; it would also appear that the Mission school has been omitted. From this table it appears that the Garbetta sub-division is best off for education; this is owing to the accession of Chandrakona and Ghatal, added to the fact that, within its area there are no less than 12 lower class schools managed by Missionaries. It appears that some tracts of country are almost left without schools, such as the thanas of Salbuni, Binpur, Jhargram, Gopiballabhpur, Maslandpur, Bagra, and Khejri. With reference to Kantai, there is little demand for anything but rudimentary education. Tamluk has made some important advances of late years. Chandrakona and Ghatal have been infected with the example of other parts of the district. Highly in the matter of education, which has been much encouraged by the proprietors of land in those two thanas.

THE RACE AND CREED OF TEACHERS.—On the 31st March there were 1,018 teachers employed in inspected schools in the district; of these there are no data of 573; of the rest 395 are Hindus, 24 Santhals, 7 Muhammadans, 6 Christians. Of the Hindus, 152 are found to be Brahmans, 116 Kayasthas, 50 Navasaks, and 35 Kaibartas. The census gives the number of persons in each of these castes in a ratio of 12, 10, 64, 69. The Brahmans predominate in the higher class schools, the Kayasthas in the improved pathshalas. It would appear that this is an adjustment of labor which obtained in olden times, when the village patwari or lallaji was permitted to distribute crumbs of learning, and thus eke out his scanty receipts as village accountant; whilst the Brahmans established themselves at tols, receiving as pupils the higher classes, who paid not only for themselves, but also their tutors' poorer brethren. It is worthy of mention, that one of the Muhammadan teachers is employed in the higher class English school of Birsingha.

RACE AND CREED OF PUPILS.—The students of our schools belong to various races. (Bengalis, of course, predominate over all the rest). They are represented as follows:—

19,314 Bengalis, 184 Uriyas, 36 Boharis, 778 Santhals, 1 Nepali.

The last on the list is a female pupil in the zenana institution attached to the American Baptist Mission. The Santhals, 522 in number, belong to the lower class vernacular schools and the attached normal school of the same mission. Primary schools give tuition to 257 more of them; these primary schools are for the most part under the management of the Mission. The Uriyas are generally either Brahmans or Kayasthas from the south of the district; 94 of them are pupils in primary schools, the rest are distributed to all classes of schools. Of the 19,344 Bengalis, 18,409 are Hindus, 894 are Muhammadans, and 41 Christians. The Christians are for the most part members of the aided normal school of the Revd. J. Phillips. The Muhammadans are to be found to the number of 738 at primary

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schools; no more than 52 receive instruction in English out of a population of 157,047. There appears to be no reason for this, for the return of social status shows that the Muhammadans of the middle classes frequent the schools equally with the lower classes, and the only explanation I can give of the problem is that given in my report on the Bīrbhūm district.

The 18,409 Hindus are distributed amongst the chief castes as follows:—

Brahmans	..	..	..	..	118,700	2,591	2 18
Khetris	...	...	...	..	17,003	238	1 34
Vaidyas	...	..	...	...	2 100	63	2 53
Kayasthas	..	...	...	...	101,663	1,661	1 63
Navasaks	..	..	..	..	* 613,900	6,066	9 1
Kaibartas	...	...	...	...	692,110	5,083	7 3
Sonarbanias	...	...	...	..	11,100	497	4 32
Other castes above the lowest	..	...	..	...	508,506	1,932	3 1
Domes, Chandals, &c.	...	...	..	...	215,103	298	11

* Approximate number only.

This shows the Sonarbania caste to be the best educated, or rather most generally educated. 124 of them are educated at primary schools. In the higher and middle class schools Brahmans and Kayasthas are nearly equally represented, but Brahmans being far more widely and generally distributed in the primary schools, Brahmans more than double the Kayasthas. Kaibartas form the mass of the population and are fairly represented in middle class and primary schools. Navasaks include Sadgops, who form a large section of the population in the north of the district, and predominate in Government, unaided, and primary schools. The above figures show how little has been done towards educating the laboring classes. The better castes of Hindus take advantage of schools of all characters, but the Muhammadans and laboring population seem to hold aloof; their occupations to some extent account for this, as well as mental and moral apathy, which we see in all classes of people who have no certain means of livelihood: probably the common idea that learning unfits a man for manual labor is at work in this country as well as other countries.

THE SOCIAL STATUS OF PUPILS.—From this it will be seen as in other districts that out of 8,841 pupils of all classes of schools, except indigenous pathshalas aided by the District Magistrate, 4,532 belong to the classes of petty land-owners, or owners of real property and agriculturists: the professions are well represented by 1,364 pupils. The college classes of the High school, as might be expected, are frequented by those who will have to earn their bread in some profession or service; the majority are sons of Government officers; 10 are sons of small land-owners. The Deputy Inspector is of opinion that the upper classes in educating their children are determined by the proximity or convenience of the school rather than the quality of the education; as a rule, boys of the upper classes have private tutors, they frequent public schools for instruction in the rudiments of knowledge only. The middle classes predominate over the lower classes in Higher Class English schools in the proportion of 4:1; in Middle Class English schools in the proportion of 2:1; in Middle Class Vernacular schools they are almost equally represented. It would appear that primary schools are most frequented by agriculturists and the lower classes; but at the same time improved pathshalas appear popular with all classes from the highest to the lowest. I regret the returns for indigenous pathshalas do not contain details of social position.

CLASS OF INSTRUCTION.—It appears that 298 pupils are entered in the upper stage, 2,075 in the middle, and 7,151 in the primary stage, who can read and write and understand easy sentences in their mother tongue, and 10,464 who appear to be mere beginners. I see pupils in the Middle English and Vernacular schools are included in the upper stage to the number of 128, middle class schools are supposed to educate up to the fourth year class of a higher class English school, and, therefore, the pupils of such schools should ordinarily be included in the middle stage. The Higher Class schools contain only 23 beginners, whilst 23 Middle Class English schools contain only 190 beginners, it would thus appear that previous to going to an English school it is usual in Midnapur to be instructed in the Vernacular,—such a course of procedure ought to make education cheaper in Midnapur than in other districts, where English is often commenced before the Vernacular has been studied. The education of girls' does not progress fast; out of 316 girls' only 72 can read and write, and they owe their success chiefly to the efforts of the American Mission. This return has not been clearly understood by any of the masters. The upper stage is described as including all pupils who have reached a standard equivalent to that of the first and second classes of a higher class English school, and the correct interpretation of this depends on whether the first class is what is usually called the entrance class or the preparatory class.

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HIGH SCHOOL.—Mainly through the liberality of the native gentry of the district the following funds were placed at the disposal of the committee of the zilla school for the establishment of two college classes

	Rs.	A.	P.
Invested in Municipal Debentures, at 6 per cent. ..	42,000	0	0
Ditto in Promissory Notes, at 4 per cent. ..	1,000	0	0
Guaranteed by Babu Navin Chandra Nág, minus subscriptions realized since the date of guarantee with interest, at 4 per cent.	12,000	0	0
Total ..	55,000	0	0

annual interest Rs. 3,280

The high school was inaugurated on the 1st of January last. The college classes for the last three months of the year consisted of twelve students, the law class of twenty students, the monthly fee for each class is Rs. 5; the law lecturer is paid by fees. A small law library has been purchased with the entrance fees. The expenditure on account of the college class during the last year was Rs. 600 only. Midnapur is naturally a healthy place. I anticipate the college classes will be successful. The chief contributors to the high school endowment were—

	Rs.
(1) Babu Navin Chandra Nág	5,500
(2) Lakhmi Prasad Gargu	6,000
(3) Ajudya Lal Khan	5,000
(4) Sidi Nazir Ali Khan	5,000

and a guarantee of interest on Rs. 12,000 at six per cent. for five years.

The District School Committee in their report remark, and I fully endorse what they say, that “now a high school has been definitely established in Midnapur, the question will again naturally arise whether it should not be made a centre of examination. The inconvenience of travelling to Hughly or Bankura is of course very great, and deters many candidates from competing. Every high school and other college is a centre, and very great disappointment will result if Midnapur be made an exception.” An application to the Syndicate of the University for this purpose will probably shortly be sent in. The application should be sent in as soon as possible, for last September or October I made the same application as Secretary to the local committee of public instruction, and it was refused, because, it was said, examination centres had already been determined on for the year. I notice this, for it is a matter of some importance and likely to affect the welfare of the high school.

HIGHER CLASS ENGLISH SCHOOLS.—Of these there are five in the district, namely, Government zilla school and local mission school, the aided schools of Jirat and Tamuluk and the unaided school of Birsingha: of these five schools the most efficient by far is the Government school of Midnapur, which shows a marked improvement in its finances and general management. During the year of report the number of pupils on the rolls was 225 against 216 of the previous year, the average attendance was 189. The Durga Puja festivities generally extend beyond the allotted time of vacation, and in most of our Government schools spoil the average attendance. The expenditure was Rs. 7,235 against Rs. 7,625 of the previous year. The collections in fees were Rs. 5,235 against 4,935; the monthly fees varied from Rs. 3 in the highest, to Re. 1 in the lowest classes. The cost of education is somewhat higher than necessary in this school; this is owing to the fact, that ten masters, a librarian, and four or five servants are entertained, eight English masters cannot be necessary to instruct as many classes. A reduction has been made in the Birbhum school in the face of a reduction of grant and fees. From the surplus the committee of that school have been able to provide special masters for surveying, Persian, and Arabic. Of the other higher class English schools I have little to say. The Tamuluk school is not well attended, it is now provided with an excellent house, its expenditure is equal to its income. The cost of each pupil was Rs. 39-12-10, of which Government paid Rs. 11-4-3. The fees are Re. 1-8 and 1 only per mensem. The Jirat school has improved during the year under report, but the management is not good; the cost of education is small, viz., Rs. 14-10-11, of which Government pays Rs. 4-5-9, but the results are poor; the fees are from Re. 1 to 2 annas. The Birsingha school is well attended, the cost of each pupil is much lower than it is at the Government school; the fees charged vary from Re. 1 to 8 annas only. No returns from the local Mission school have been received.

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The result of the University examination is given in the following table :—

SCHOOLS	Cand. Jates.	PASSED IN			Failed.
		1st division	2nd division	3rd division	
Midnapur	13	2	4	2	5
Birsingha	8		1	1	5
Tamluk	6	...	2	..	4
Midnapur Local Mission schools	8		2	1	5
Total	35	2	9	5	19

The result is not unfavorable for a district where the demand for English scholars is chiefly dependent on Government.

MIDDLE CLASS ENGLISH SCHOOLS.—Of these there are 23, attended by 1,084 pupils; they cost Rs. 19,772, of which Government pays Rs. 7,257. The Garbetta sub-division alone contained nine of these schools. The cost of educating a boy in one of these schools varies from Rs. 11-5-1 at Chakganes, to Rs. 28-15 at Munglapota, and the attendance varies from 98 at Kantai to 21 at Munglapota and Hariya. Strange to say, the fees are higher in Kantai school than elsewhere, varying from Rs. 1-8 per mensem to 8 annas; this alone shows that the amount of fee is not so much considered as the quality of instruction. The highest fee levied in Manglapota is four annas, yet its attendance is the lowest. The Garbetta school was closed because the managers were unable to fulfil their engagements. The Kantai, Ramjibanpur, and Panskura schools are well managed, and their condition is in every way satisfactory. The remaining 20 schools do not require notice beyond the fact, that the Jhargram, Sarbaria, Rangun, Manglapota, and Narayangar schools are still maintained by rich zemindars; the Muisadal school is entirely supported by Raja Lakhmi Prasad Garga. In the minor scholarship examination two boys from each of the schools of Ramjibanpur and Kantai obtained scholarships at rupees five per mensem for two years. Srimanta Lal Ghosh, a pupil of the Ramjibanpur school, headed the examination list of the whole circle.

MIDDLE CLASS VERNACULAR SCHOOLS.—Of these there are 41, viz.—

Government Model Schools	...	7
Aided Schools	...	33
Unaided „	...	1

The attendance in the Government schools has been affected to some extent by the epidemic fever. The Midnapur Hardinge school still maintains its high character, the pupils on the rolls number 214, the fees are eight annas to six annas per mensem, and Rs. 1,298-10 was realized; the whole expenditure was Rs. 1,346-8 only. The number of pupils on the rolls at these seven schools was 425 on the 31st March. Last year the excellent vernacular model school of Badanganj was included in the Midnapur district, and in the vernacular scholarship examination carried off two years' scholarships, whilst the Midnapur Hardinge school carried off one only. Neither in Bankura, Birbhūm, nor Midnapur have the model schools been distinguished by the success of their pupils in the vernacular scholarship examination. Model schools are often located in backward and unfavorable localities; the masters, when the schools are first established, are a superior class of men; but the up-hill work they encounter disheartens them and they retire, and on their retirement, equally good men are not found to fill their places. Aided vernacular schools are generally favorably located in the midst of a large intelligent population; good masters are easily procured for such localities, and pupils flock to them. Of the aided vernacular schools, the best and best managed are those of Pingla, Jonardanpur, and Tamluk. The most successful are the Pingla and Jonardanpur schools. Many of these schools are assisted liberally by wealthy natives, and it is very satisfactory to be able to say, that in all the schools of this class I visited, I have been entirely pleased with the demeanor and intelligence of the pupils.

GIRLS' SCHOOLS.—Of these there are six in all. One under the management of the American Baptist Mission, five under native management,—at Birsingha under the management of Pandit Isvar Chandra Vidyasagar, Kuspotia near Ghatal, Tamluk, Chandpur, and Midnapur; of these I have seen two only, neither seemed to show much progress. It is hopeless to expect much from mere infants of four and five years; what they learn they forget before it can be of use to them. The school at Birsingha I have heard highly spoken of. The District Magistrate is of opinion that “this is a branch of education which is rather

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thrown back than advanced by premature stimulation ; all that can advantageously be done is to be quite ready to supply the demand as it arises." Of the girls' school managed by the Mission I shall speak hereafter.

EDUCATIONAL OPERATIONS OF THE AMERICAN BAPTIST MISSION.—Under the control and supervision of this mission there are the following schools :—

- 10 Lower class vernacular schools for Santhals.
- 9 Primary pathshalas for Santhals.
- 1 Normal school for Santhals.
- 1 Girls' school and zenana institution.

The Deputy Inspector in speaking of these schools says : "The aided lower class vernacular schools under missionary bodies show a decrease of 15 schools in the year of report, two having been closed and 13 others being excluded from the accounts. The district, being situated in Purulia or Bankura." Further on he says : "the Santhal schools are primary pathshalas for the education of Santhal children, and should, I think, be included amongst the primary schools of the district. These schools are now entirely under the management of the Rev. J. L. Phillips. The Sub-Inspector of Garbetta, who has some experience in these schools, says : "The pupils of these schools are educated free of charge. Tracts from the Bible translated into Bengali and Santhali, and a general outline of geography, cyphering according to the subhankar method, and a smattering of Bengali grammar is all that is taught." The District Magistrate is of opinion, that the schools, though of a primary character, do very good service among the Santhals. These schools ought to be included under the head of circle schools, for although each is presided over by a master, yet these masters are more or less itinerant, moving from place to place as occasion requires. The instruction given in the schools is reading, writing, and arithmetic, with simple geography and scripture lessons. The teachers are for the most part trained before they are placed in charge of a school. Dr Phillips, in speaking of these schools, says :—"The number of pupils is 897. It is a significant and cheering fact that 62 of these are Santhal girls. The old superstition is yielding to a better judgment, and now in some schools girls are earning honors which were carried off by their brothers before." A little further on he says : "We have been able during the cold season to personally inspect nearly all these schools and can speak of marked improvement. The schools are better kept, the children take to books with a genuine relish, and the villagers feel a greater interest in the education of their young. Had we more teachers, more schools might be opened at once. We hope to supply the demand soon, for several young men will ere long be going out from the training school. Two teachers' meetings have been held at Buipur, each occupying a full week devoted to special drill in secular studies, examinations on topics before assigned, moral lessons, and religious instruction. The teachers acquitted themselves well, those from Midnapur taking the lead. These semi-annual meetings are doing much to bring up the literary standard of the schools, besides affording a good discipline to the teachers."

The Santhal training school has 93 pupils, all being *trained* in the proper sense of the word. All are said to be Santhals. Dr Phillips reports of them as follows :—"The monthly examinations have been much more satisfactory, and the thoughtless, wild boys are really learning to think." The cost of training each teacher is Rs. 43-4 per annum.

The nine primary schools or pathshalas were established under the orders of Government conveyed in letter No. 2107 of 26th June 1872, afterwards recalled in letter No 3719, dated 25th of October ; 30 pathshalas were originally sanctioned.

Of zenana work Miss Phillips reports :—"Our whole number of pupils has been 188, who have been mostly of the poorer classes. We now employ 12 teachers, most of whom are from the Girls' Home."

The Mission system is eminently practical, and is exactly similar to that portrayed in the late Resolutions of Government, except that it is more expensive ; this is accounted for by the fact, that the mission expects nothing in the shape of fees from its pupils.

The following are the details of the institutions kept up by the Mission :—

Number of schools	..	..	..	51
Number of teachers	..	..	..	48
Number of pupils on rolls of schools	..	..	..	662*
Average number in attendance daily	..	..	..	571*
Government grant	..	..	Rs.	3,347
Baptist Mission Society's contribution	..	..	..	3,347

GOVERNMENT GURU TRAINING OR NORMAL SCHOOL.—The Government Normal School trains teachers for village schools. On the 31st of March there were 54 pupils against 69 on the same date last year. This is easily accounted for ; Bankura undertakes

*N.B.—These figures do not include the pupils attending the nine pathshalas, of which no statistics have been given, nor does the list include the Sabbath school for Bible class attached to the Mission.

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to supply itself with trained teachers. Of the 54, 50 are stipendiary pupils, and four free students. In the last pass examination 43 young men appeared, of whom 39 passed successfully; two others received certificates of qualification. Admissions have hitherto been made on the principle that he who shows the greatest proficiency in a test or matriculation examination is entitled to preference, thus it happened that the more advanced in education any part of the district was, the larger the number of pupils who competed from it; and as the passed students were allowed to establish improved schools where they liked, they generally chose villages near their homes; consequently, in some parts of the district improved pathshalas are thickly planted, whilst in some remote tracts there are none at all. In the report of the head-master, he has entirely omitted to say what has become of 41 certificated pupils who passed out last year, although it is a subject to which his special attention was directed when I inspected the school.

Attached to the training school is a normal class for training pandits for aided* schools; the class sits for one year; the pupils are mostly holders of scholarships for one year; this class of scholarship has been abolished, and I imagine the class will die a natural death. Twenty pupils passed the test examination last year and left the institution, but the head-master omits to say whether any of these have obtained employment or not. They passed creditably. The attached pathsala does not appear to be in a flourishing condition; that the third master could not devote his time to it is the excuse put forward, but it appears to me insufficient, for whilst the third master could not teach, one of the unattached gurus or one of the pupil teachers should have taken up the class.

The establishment and cost to Government of the Normal School is given below:—

Number of masters	...	...	...	3
Number of pupils on rolls	...	...	...	70
Number in average daily attendance	...	...	...	57
Amount of Government aid	...	...	Rs.	5,661 7 8
Receipts	...	...	..	15 8 0*
Outlay	...	...	..	5,645 15 8
Cost per pupil	...	...	..	74 4 7

PRIMARY SCHOOLS—IMPROVED PATHSHALAS.—Under this head there are 176 schools; from time to time 215 have been opened, but from various causes, such as the sickness or death of the guru, the inability of the neighbourhood to support a school, some have been closed. Almost all these schools are offshoots of the training school, which up to the end of the official year has sent out 277 trained masters, most of these have opened schools in Midnapur, Bankura, or Jehanabad. In the Midnapur district 167 schools, excluding the night pathshalas, all of which are attached to day schools and managed by the same masters, have worked throughout the year. Some of the pathshalas are merely in abeyance, others have disappeared for want of support. It would seem that the gurus were led to expect something more than they got, and disappointment has caused some of them to relinquish their occupation. Some have been quite lost sight of because the Deputy Inspectors, from a false notion of etiquette, have deemed it *infra-dig* to make reports to the head-master of the normal school. A register has now been opened in all normal schools, the object of which is to show what becomes of pupils after they leave school, in order to prevent the possibility of their being lost sight of. There can be no doubt that the tendency of the instruction in these pathshalas has been towards a higher class of vernacular education than was originally intended, and that the system by which the pupils, instead of being elected and sent in for a training at the normal school from villages in which schools existed, have been trained first, and allowed to find a village school afterwards, has tended to repress primary education in indigenous schools by creating competition on uneven terms, when no competition heretofore existed; but I cannot unreservedly admit that, “by repressing the indigenous schools they have retarded as much as advanced primary education, and made the gurus look upon the department as inimical to them,” for I do not believe that harm can come out of good. The improved pathshalas are as superior to the indigenous schools in quality of teaching and general discipline as the Government model schools are superior to the generality of the middle vernacular schools. That the trained gurus are much too ambitious to be real pioneers of mass education is an acknowledged fact, but they have been encouraged in their ambition by the subordinate inspecting staff, who seem to me to encourage their restless striving for promotion by appointing or nominating them pandits in aided schools. The Deputy Inspector, Babu Rajkrishna Ray Chaudhuri, speaking of these schools says. “The lower section of our middle class of society and the upper part of the lower class were in need of certain institutions like these, and by them the pathshalas are greatly valued. The upper classes of society also want these institutions to give a good elementary education to their children who are to prosecute their after-studies in vernacular and English schools of the higher order.” He adds, that according to his experience, these schools fail to enlist the sympathies of the rural population.

* This item is the aggregate of fees from the improved pathshalas

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The subject of improved pathshalas enters largely into the management of the training schools, the rules of admission to which must be so modified as to allow the admission of pupils from villages and tracts which actually require schools, to the exclusion of those from villages already within the pale of education. Government money ought not to be spent to create competition amongst its own trained masters. From a list compiled by the district Magistrate, it appears that the effect of allowing the trained gurus to establish schools where they please, has resulted in the following uneven distribution of schools.

Popular Thanas	Schools	Unpopular Thanas	Schools
Midnapur	30	Jhaigram	2
Dobra	26	Gopalballabpur	3
Panchkura	12	Salbani	1
Keshpur	12	Musliandpur	2
Garbetta	17	Sutahati	3
Chandrakona	9		
Narayangan	10		
Daspur	10		
Sahibang	12		

PRIMARY AND INDIGENOUS SCHOOLS.—Midnapur was allotted Rs. 3,800 for advancing primary education during the remaining quarter of the year by Resolution dated 30th September, and the sum of Rs. 11,400 for the current year. When this allotment was made the district returns showed the existence of 211 aided or improved pathshalas, and His Honor the Lieutenant-Governor expressed a hope that 250 more would be established with this grant. The District Magistrate, Mr H. L. Harrison, reports:—"This district, however, was already studded with indigenous schools, nearly 2,000 in number, and at my suggestion the money was allowed to be spent in Midnapur rather in inducing the more permanent and prominent among the schools to place themselves under inspection and send in returns, than in starting new schools, which would virtually be in competition with those already in existence.

For this purpose a system of paying by results was sanctioned. On examining the list of indigenous pathshalas I found that a very large number consisted four or five boys, and hence, in circulating the offer of Government assistance to the gurus, I considered it expedient to limit the Government connection to such pathshalas as were attended by ten or more boys. This diminished the number considerably, and it was further reduced by the large number of gurus who, alarmed at the inquiries the police had made in the preceding year when collecting the statistics of these schools, were now found to have closed their pathshalas when the printed circular was sent round. Ultimately out of the 1,729, containing 19,174 pupils, about 700 pathshalas containing some 13,000 accepted the offer of connection with Government, and the number will probably be considerably increased during the current year." After the necessary statistics had been collected, unavoidable delay ensued in submitting the District Magistrate's propositions to the committee of schools, and he goes on to say "accordingly some special means of distributing the grant for the quarter were needed, and the following arrangement was made and carried out" with the approbation of the committee. The district was divided into ten circles, that being the number of scholarships annually available, so that each portion of the district might have its share, while, as it would be rather disheartening to 30 or 40 boys to compete for one vacancy, I allotted 15 other money prizes from Rs. 5 to 2 each from the primary education grant for the next 15 boys at the examination of each centre. Moreover, as it was desirable to encourage the gurus directly, as well as indirectly through the rewards to their pupils, it was decided that the guru of the boy who got the scholarship should receive Rs. 10, and the guru of the next successful 15 boys the same rewards as the boys."

Lastly, as each school could not be visited, and the gurus rewarded by results, it was decided that the gurus should be invited to bring their boys to the centres, at which a general examination should be held, and a reward given to the gurus of each boy who could read, write, and do mental and written arithmetic. Four annas per boy was to be given for each subject; or one rupee per boy who passed in all four; eight annas were offered as the reward for gurus whose pupils could pass in mahajani and zemindari accounts, and Re. 1 for those who could measure land.

The examinations were to be held by the Deputy and Sub-Inspectors, but the centres were all fixed at places where there was a good school, anglo-vernacular or vernacular, and the inspecting officer was directed to avail himself of the assistance of the schoolmasters and of any other respectable inhabitants who would assist."

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The examination was conducted according to a fixed system and lasted two days. The first day being devoted to a sort of preliminary examination, the second day to the scholarship examination, in which the best boy under 12 obtained the scholarship, whilst any successful boy under 16 might get a prize. Boys passing in any subject who came from a long distance were allowed a small sum for expenses. Rs. 300 was allotted to each centre to include prizes, payment by results, and payment of kharaki; a sum of Rs. 800 was kept in hand to meet contingent expenditure. The district Magistrate reports the examinations proved a great success, and were ably and impartially conducted by the inspecting officers, the schoolmasters and the principal non-official gentlemen at the centres who exhibited a lively interest in the proceedings.

In the appendix of this report will be found statement A, abstracted from a similar statement submitted by the district Magistrate, which shows in a table all details of interest connected with this examination, as well as the expenditure incurred; the following brief abstract of its contents is given by the district Magistrate.

Out of 702 schools which signed agreements, only 576 have sent in returns for the 31st of March, and these show 11,502 pupils. From statement B, of which I have also given an abstract, it will be found that these are composed of

[illegible]

Out of these pathsalas 486 gurus, bringing with them 3,353 of their pupils, presented themselves at the several centres, or an average of 338 boys at each centre. The sums allotted to the gurus were

	Rs.	A.	P.	Rs.	A.	P.
For candidates passed in one or more subjects	1,372	0	0			
For pay to the gurus of pupils who obtained scholarships or other prizes	576	0	0			
For filling up returns	486	0	0			
Ditto ditto subsequently sent in	85	0	0			
				2,539	0	0
Paid to pupils for prizes	496	0	0			
Ditto kharaki for attending from a distance	293	8	6			
				789	8	6
Ditto to contingencies at the centres of examination for pens, ink and paper, &c.	56	1	6			
For printing circulars and other expenses incurred in the distribution of them	119	11	9			
				175	13	3
Grand total for examination ...	3,501	5	9			

The following figures illustrate the incidence of the rewards and payments amongst the gurus, showing the extent to which the better class may profit by the system.

Gurus that receive not less than	..	..	Rs.	30	..	1
"	"	"	"	20	..	3
"	"	"	"	10	..	37
"	"	"	"	5	..	107
"	"	"	"	2	..	199
Gurus that receive less than	..	..	"	2	..	130
			Total	..	..	477

Only two gurus are Muhammadans; both of these attended the examination; one was the teacher of the boy who carried off the scholarship in the Midnapur circle. He, of course, obtained Rs. 10 for this, Rs. 3-8 for other pupils, in all Rs. 13-8, but the successful pupil was a Hindu. I visited the pathshala of this guru once, whilst I was in Midnapur, and found him holding his school in the house of a Hindu; his pupils were of

* Satgopes are Navasaks.

+ Rhastnas are Hambarthas

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both castes and creeds; he was on good terms with his Hindu patron. Of the 3,383 boys who appeared at the examination, only 82 were Musalmans, and one only of them became a prize-holder.

A separate memorandum shows the number of pathshalas and pupils who choose Uriya as their language, of these the Magistrate says—"It seemed fair that the scholarship in all circles should be awarded for Bengali, that being the language of the district, but that a fair proportion of prizes should be set apart for Uriya pathshalas in those circles in which they appeared. They appeared in three circles, the two circles of Kantai and the Dantun circle of the sadr sub-division. It will be seen that in the entire district, ten per cent. of the pathshalas that have sent in returns, and seven per cent. of the pupils are Uriya, as regards the language of instruction." Both gurus and pupils were fairly successful in obtaining rewards.

So much for the past year. I am afraid I have left myself but little space for the current year. The District Magistrate, is of opinion, that the distant pathshalas suffered from the centre system, as the police stations, in which the centres were, contributed perceptibly larger quota of their gurus and pupils than those more remote. It has, therefore, been determined to hold the scholarship examinations at the centres as before, but for the ordinary test examination, centres for every five to ten schools will be fixed, the circle being a tract of country with a radius of two koss measured from the centre. The advantages of this system, if it can be efficiently carried out are palpable. The same system was suggested in my report to the Director, dated the 21st February last. At these preliminary examinations the Sub-Inspectors are to grant certificates to the more promising pupils, authorising them to appear at the examination for scholarships and prizes to be held in the month of March. It is proposed to utilize three or four of the most influential inhabitants of each circle as a committee to guard against fraud and encourage primary education. There can be no doubt that this scheme embodies all that could be wished, and comes up to the principle portrayed by the District Magistrate, viz., "to make the Government interest in primary education as conspicuous as possible, to increase the influence of the gurus, to introduce life, animation, and circulation into their work, and at the same time, to keep the pathshalas as elementary as possible, by allowing no weight for any but the simplest and most useful subject."

Having discussed the primary schools, the District Magistrate goes on to discuss his policy with reference to improved pathshalas. He proposes no interference with existing institutions, but as stipends are vacated, he proposes to eliminate improved pathshalas from advanced portions of the district, and transplant them to the backward portions, making them the pioneers of education there. He also proposes to give all the vacant stipends at the commencement of 1874 to indigenous gurus, whom he hopes to induce to improve themselves in a course of modern system of instruction in arithmetic, zemindari and mahajani accounts, mensuration, sanitation, and simple drugs. These proposals I cordially endorse.

In addition to the disbursement of money by the result system, monthly grants not exceeding Rs. 2-8 per annum to meet contributions from other sources are made.

Five schools under the management of the Baptist Mission have been subsidized, but measures will be taken to amalgamate these schools and their grant with the grant already made to the mission.

Six pathshalas under the management of the Revd. J. Ince were also subsidized from the primary education allotment; they belong to the Church Mission Society, which pays 12 annas per annum for each boy educated. They are excellent schools and carefully supervised.

Three grants of Rs. 2-8 each have been promised to the Jambuni Court of Wards' estate to meet a similar contribution from the estate, which is in a very backward portion of the district. The total disbursements from the primary school allotment were as follows:—

	Rs.	A.	P.
To conducting the examinations for scholarships, paying the gurus by results, &c.	3,504	14	9
Payment of monthly stipends to 5 Santial pathshalas under Dr. Phillips ...	36	0	0
Ditto ditto ditto to 4 schools in Bankura and Purnia	26	0	0
Ditto ditto ditto to 6 schools under Reverend J. Ince	27	0	0
Purchase of books for distribution to Gurus	206	0	0
Balance	0	1	3
Total	3,800	0	0

THE COMMITTEE.—The Midnapur committee has been more active than any other committee in this circle. It consists of 35 members, and for the facilitation of business it has divided itself into three sub-committees, viz., the sub-committee of the English schools; the sub-committee of the Government vernacular schools; the sub-committee for grants. The last sub-committee supervises the grant-in-aid funds of the district, and the several scholarship funds, and also deals with primary education in communication with the District Magistrate.

The District Committee met twice last year.

A.

Statement showing the Primary Pathshalas in the District of Madanpur brought under the system of payment by results for the year 1872-73

NAME OF DIVISION OF THE DISTRICT	Name of centre	Area	Expenditure			Receipts of the gurus over certain fixed amount
			Agreements	Returns	Examinations	
		Population	Number of pathshalas that signed agreement up to the 31st March 1871	Number that signed since 31st March 1871	Total	Number of pathshalas that sent in returns for the quarter ending 31st March 1873
						Number of scholars returned on the 31st March 1873
						Number of pathshalas that attended the examination
						Number of pupils that attended examination
						Amount paid as rewards to the gurus
						Amount paid to the gurus on account of returns
						Amount paid as prizes to the pupils
						Amount paid as <i>kharak</i> to the pupils
						Total
						As regards each circle
						Grand total
						Number of gurus who received Rs 30 or over
						Number who received Rs 20 or over
						Number who received Rs 10 or over
						Number who received Rs 5 or over
						Number who received Rs 2 or over
						Number who received under Rs 2

Butdwan Division—Madanpur.

APPENDIX A.

Burdwan Division—Hughly with Howrah.

HUGHLY DISTRICT.

The educational district of Hughly coincides with the fiscal jurisdiction, and contains four circles, under the inspection of two Deputy Inspectors and two Sub-Inspectors whose head quarters are at Hughly, Serampur, Howrah, and Ulubariya. The district in area is 1,424 square miles; the number of its villages and hamlets is 3,190; its population is 1,488,556 or 1,045 to the square mile; in each square mile there are 2·24 villages. The number of schools is 1,152. This number excludes the colleges of Hughly and Serampur as well as the civil service class. Of the 1,152 schools, 858 are unaided pathshalas or village schools unaided and uninspected by Government officers; 294 schools are inspected, of these 13 are under inspection though unaided. It thus appears there is a school for every ten villages and every 5,080 persons: but the schools are not evenly distributed throughout the district; a large number are located on the banks of the Hughly between Howrah and Balagarh.

In the Hughly sub-division there are 156 schools; the Serampur sub-division contains 69 schools; and the Howrah district contains 69 schools—total 294; the classes, with expenditure and attendance, are given in the subjoined table.

SCHOOL	No of schools	No of masters	Amount of fees	Amount of Govern- ment grant	Amount of sub- scriptions	Total outlay on the schools	No of scholars	Average monthly attendance
Higher English Government	4	56	34,208	9,675	6,178	15,997	1,493	1,184
Middle Vernacular Government	6	23	2,152	2,071	194	4,417	685	445
Normal School Government	1	3	1,178	9,590	53	10,820	110	67
Higher English { Aided	22	144	21,977	12,246	15,480	43,885	2,427	1,961
{ Unaided	4	33	3,381		2,505	5,969	720	327
Middle English { Aided	24	105	9,125	9,929	9,009	28,859	1,349	953
{ Unaided	3	10	435		1,217	1,693	103	84
Middle Vernacular { Aided	59	171	9,376	10,450	9,861	29,802	2,972	2,134
{ Unaided	4	8	322		563	885	138	81
Lower Vernacular Aided	1	2	43	108	89	244	24	18
Primary Schools { Aided	106	104	1,411	1,802	1,137	4,121	3,154	2,210
{ Unaided	858	854	....				1,5926	
Girls, Aided { for Europeans	3	41	1,041	1,450	406	2,897	55	38
{ for Natives	19		61	2,817	6,751	5,751	545	335
Girls Unaided for Natives	2	5	..		945	945	97	60
Night Schools Aided	9	19	97	401	360	861	211	116
Circle Schools Aided	22	39	835	714	689	2,247	980	713
Night School Unaided	1	1					19	14
Total	1,152	1,630	85,412	61,076	52,754	2,03,373	28,802	10,790

Of the schools included in this table the Serampur collegiate school with its college is supported from private sources, being managed and supervised by the Baptist Missionary Society. The Principal has declined to give any return of expenditure. The Hughly College is divided into no less than six departments and classes, viz., the college, the law class, the civil service class, the Madrasah, and the two collegiate schools at Hughly and Chinsurah. Of these institutions a separate report has been submitted by the Principal, it will, therefore, be unnecessary for me to go over the same ground. No data are forthcoming respecting the unaided pathshalas.

RACE AND CREED OF TEACHERS.—The instructing staff employed in the district is 769, exclusive of unaided pathshalas; of these 694 are Hindus, 12 Muhammadans, and 63 Christians.

The Hindus are distributed thus amongst the different castes.

Brahmans	..	..	..	..	..	432
Khetris	..	..	..	..	..	4
Vaidyas	..	..	..	..	..	22
Kyasthas	..	..	..	..	..	116
Navasaks	..	..	..	..	..	76
Kaibarthas	..	..	..	..	..	20
Sonarbanias	..	..	..	..	..	10
Other castes above the lowest	..	..	..	..	..	14

Total .. 694

Reports of Inspectors of Schools.

The Brahmans and Kayasthas are employed in the largest numbers in the higher and middle class schools. Six of the Muhammadans are employed in the Madrasah, three in the circle schools, three in primary and girls' schools. The Christians belong to missionary bodies and are employed in aided schools under their management. The Hughly schools are supplied with teachers from the banks of the sacred river where learning and the Brahman race most abounds, hence the extraordinary preponderance of Brahmans.

RACE AND CREED OF PUPILS.—The data on this subject include inspected schools only. The total number of scholars returned is 29,094, this includes 292 pupils attending the college and civil service classes, which have not been included in the table at the commencement of this report, and 13,926 pupils who are returned for the unaided uninspected pathshalas; the rest numbering 14,876 pupils are accounted for in the following way. Hindus 13,944, Muhammadans 757, Native Christians 72, Europeans and Eurasians 61, others 10. The Muhammadan population of the district is not adequately represented; of those returned 230 frequent circle schools, 187 primary schools, 122 the collegiate and branch schools of Hughly. The higher class and middle English schools and middle class vernacular schools number respectively 27, 32 and 74 Muhammadans. The Muhammadan population is 299,025, unevenly distributed. In some tracts, it exceeds one-fourth of the population. In the thanas of Jagat, Ballabhpur, and Chanditala, there is a well-to-do Muhammadan agricultural population. In Howrah there is a large town population: in the thanas Dhanyakhali and Haripa, Muhammadan agriculturists abound, their numbers are barely represented in our schools. At Sitapur in the Krishnagar thannah, about two miles from Jagatballabhpur, is a Muhammadan Madrasah, which has not found its way into the returns of the district committee, said to have been endowed with a small annuity from Government in the time of Warren Hastings. When I was in charge of the Serampur sub-division, I had some correspondence with the matawali on the subject, which led me to infer that the institutions under his management were under the supervision of Government officers. From enquiries I made on the spot; I ascertained that a certain number of Muhammadan youths were educated at the Madrasah free of cost. In my next year's report I hope to be able to give fuller details on the subject.

The Hindus are distributed amongst the various castes as follows:—

CASTES	No of pupils	Population of each caste	Percentage of pupils
Brahmans	5,184	1,07,534	4.82
Khetris	94	6,093	1.54
Vaidyas	199	3,024	6.30
Kayasthas	2,506	38,722	6.70
Navasaks	2,901	2,51,002	1.12
Kaibartias	1,272	2,88,810	.44
Sonarbanias	555	8,887	6.24
Other castes above the lowest	844	56,195	.96
Lowest castes	206	2,00,424	.07

The above table shows the castes of Vaidyas, Kayasthas, and Sonarbanias to be the most generally educated. Brahmans and Kayasthas preponderate in the higher class schools. Navasaks frequent all schools alike; about 870 of them are to be found in the 106 pathshalas under aid and inspection. The lower castes frequent all schools, but the majority of them are to be found in the middle and lower class of schools.

SOCIAL POSITION AND CREED.—The following abstract shows the social position of the 14,876 pupils.

	Hindus	Muham- madans	Christians	Others
Pupils of the upper classes	168	3	1	
Pupils of the middle classes	8,377	193	129	6
Pupils of the lower classes	5,146	575	12	3
Not ascertained	15			
Total	13,916	771	142	9

The preponderance of the middle classes is owing to the fact, that in the above table no account has been taken of indigent school. Lower class vernacular schools and improved pathshalas under trained gurus are by no means primary schools, where the rudiments are taught to little boys and the laboring classes. The 81 primary schools established and subsidized by the District Magistrate contain a very large number of pupils of the lower classes—1,682 to 706 of the middle classes; whilst the improved pathshalas contain about the same proportion of the lower classes, but not of the lowest classes. No less than 10 girls' belong to the upper classes of society. Eleven boys of the upper classes frequent improved pathshalas, but this is easily accounted for; I fear, however, the gurus in such schools sacrifice a great portion of their usefulness by becoming private tutors of rich men's sons and their companions. Middle class vernacular schools are most popular with the upper classes.

Burdwan Division—Hughly with Howrah.

CLASS OF EDUCATION AND COST OF IT.—In a district where a large section of the middle class is educated it becomes an interesting problem to ascertain what sort of instruction is most popular. From general experience I am able to say that the most popular schools are the higher class English schools; and of these, in spite of their high rate of fees, the Government schools are the most popular; this is accounted for by the special circumstances which rule the demand for education, and the quality of the education obtainable at the different institutions. Thus, although at Konnagar, there is an excellent higher class English school, the most promising scholars go to the schools of Uttarpara, Howrah, or Hughly. Even in the Hughly district this struggle for education in English or rather instruction in English is local, being confined to the banks of the river and places accessible from the railway. This seems to point to the fact that the market is to be found elsewhere; were it not for Calcutta and the Railway, the advance of the desire for instruction in English would not have been so rapid. Even in Jehanabad and the west of the Hughly district, the state of education is not natural or usual. There is in that part of the district an enormous surplus population for which there is no occupation, and the wealthy proprietors of land find it advantageous to themselves to encourage education which tends to increase rather than diminish their rents. Whereas in other parts of the country, where the population is not so thick, we find zemindars and proprietors of land very lukewarm in the matter of education, because they imagine that education makes a man independent of his land and restless. I have, however, known instances of a land proprietor bidding for immigrants to his estates by affording his rayats every convenience in the way of schools and dispensaries.

After higher class English schools the next in popularity are vernacular schools, the course of instruction being the middle stage, that is something more than the mere rudiments of knowledge and something less than the University Entrance course; though I have met pupils educated in vernacular schools who could put to shame English students who had passed the entrance examination, as far as general and practical knowledge is concerned. The number of pupils frequenting middle class and lower class vernacular schools is about 6,000; whilst the pupils of higher class English schools are about 45,000. The number of pupils reading up to the entrance course is very large for the population, being 859. The middle stage, including those who are studying the vernacular and minor scholarship course, is represented by 3,713. The lower stage or those who can read and write, number 5,413, and even beginners number 4,752. The majority of these beginners, who can neither read nor write, are found at vernacular schools of the various grades, the largest proportion being in primary pathshalas, where out of 3,158 about 1,900 can neither read nor write.

The cost of education or instruction in each of the schools is given in the following table:—

	Cost per pupil	Cost to Government	REMARKS
	Rs. A. P.	Rs. A. P.	
College Classes	176 12 3	11 7 10*	* Difference made up from fees and endowments
Higher Class English { Government	39 6 8	6 14 11	
{ Aided	20 11 0	5 2 1	
Middle Class Vernacular Government	7 9 5	3 8 11	
Normal School Government	122 5 4	108 15 7	
Middle English Aided	21 13 10	7 8 5	
Middle Vernacular Aided	9 9 10	3 6 10	
Lower Vernacular and Night Aided	4 12 1	2 3 8	
Girls' Schools	14 13 4	7 5 11	
Improved Pathshalas	4 14 7	2 0 6	
Indigenous Pathshalas	0 2 9	0 0 6†	† This is for only two or three months of the year, the attendance being for the whole year
Circle Schools, Aided	2 0 8	0 12 0	

I have purposely omitted unaided schools from the above table, for no deductions can be formed from single schools. Higher class unaided schools cost native managers Rs. 12-13-10 for each pupil: the least costly institution being the Hindu school at Chinsurah, in which the cost per pupil is Rs. 9-10-4, the fees being Re. 1 and 8 annas per mensem; the next most economical institution is Babu Prasanna Kumar Sarvadhikari's Anglo Sanskrit school at Radhanagar, where the fees are the same, and the pupils less than one-sixth of the number, and the cost of each pupil is Rs. 10-0-6. In these two cases special circumstances combine to make the schools inexpensive. In the first case, the proprietors of the school are not only the managers

but also the masters, and their school numbers 335 pupils on the rolls, for they are able to underbid competing schools. In the second, the manager is the principal of the Sanskrit college, and the school is small and the establishment is inexpensive. In the third school at Sultangachha, near Magra, supported by Babu Madhu Sudan Mukhurji, a rich zemindar, the cost of each pupil is Rs. 28-8-9. Unaided middle class schools cost their managers Rs. 16-2-10, not much less than the aided schools which are the more efficient.

Higher class Government or aided schools cost Government less than aided schools of the middle class; this is the result of employing too many masters on high salaries, and of splitting up small schools into a large number of classes. The last abuse is consequent on the ambition of every middle class schoolmaster to cram some pupils through the Entrance examination. Middle class English schools are generally expensive. I find that missionary bodies spend more per scholar in middle class English schools and in English schools generally than native managers, but in the management of vernacular schools they appear to be more successful than native managers. The only middle class English school which is well managed from a financial point of view is the Majerat middle class school, managed by Babu Kali Mohan Banerji, Natf Fellow of Bishop's College, on behalf of the Christian Vernacular Education Society. Girls' schools are generally expensive compared with the quality of instruction and results.

HIGHER CLASS ENGLISH SCHOOLS.—In the Hughly district there is a very large supply of these schools, namely four Government schools (five, if the Madrasah of Hughly is counted separately), 22 aided schools, and four unaided schools. The Government schools and their income and disbursements are given below:—

This table will be incomplete without a list of the monthly fees levied. The fees levied in the respective schools are as follows:—

						Rs. A.		Rs. A.
Hughly Collegiate School	..	..	..	3	0	to	1	0
Hughly Branch School	..	..	..	2	0			
Howrah School	..	..	..	4	0	to	2	0
Uttarpara School	..	..	..	3	0	to	1	8

Burdwan Division—Hughly with Howrah.

The Howrah school is self-supporting, and is an excellent school in size and quality; it is the most successfully managed school in Bengal. The following table gives the result of the entrance examination of 1872.

	Candidates	PASSED IN			Failed
		1st division.	2nd division	3rd division.	
Hughly Collegiate School	67	9	16	8	35
Branch Schools	26	2	4	2	19
Howrah School	99	5	10	6	8
Uttarpara School	19	3	3	0	13

The Howrah school is undoubtedly better managed than the Uttarpara school, but it is difficult to say which has been the most successful. They each of them could pay their own expenses without the aid of Government. The fees and endowments of Uttarpara amount to Rs 7,685-11-6. One Uttarpara pupil carried off a first grade junior scholarship, and Howrah carried off one second grade scholarship and two third grade scholarships. Both Uttarpara and Howrah were beaten by the candidates from Birbhûm and Bankura, and the aided school of Balagarh in Hughly.

HIGHER CLASS AIDED SCHOOLS.—Of these there are 22, the best are the Konnagar and Balagarh, the following list will give a fair notion of the character of the schools—

	Number of pupils	Cost of school	Government grant	Fees		REMARKS
		Rs.	Rs.	Rs. A	Rs. A	
Ballar	32	1 130	360	2 0 to	0 1	Closed from 24th November to 14th February for epidemic fever
Bazman	99	1,534	470	1 0 to	0 4	
Muckallyan	68	1,658	350	1 0 to	0 4	
Amta	87	1,316	443	1 0 to	0 8	
Andul	157	2,810	600	2 0 to	0 8	Established 1856
Bidut	114	2,160	672	1 9 to	0 6	
Runkrishnapur	92	1,685	480	1 5 to	1 0	
Sripur	64	2,247	900	2 0 to	0 8	
Jagdishdihpur	118	2,042	600	1 8 to	0 8	Under Missionary bodies
Basbaria F C	71	1,512	408	0 12 to	0 4	
Chatra	93	3,140	652	1 0 to	0 8	
Chinsurah F C	326	4,500	1,182	1 8 to	0 1	
Mahanad F C	72	1,440	432	1 0 to	0 4	
Balagarh	105	2,226	600	1 0 to	0 8	
Bhastara	71	1,872	552	2 8 to	0 1	
Bora	50	1,302	306	1 8 to	0 8	
Chandannagar	213	1,865	386	1 0 to	0 8	
Dasghara	47	1,603	531	0 8 to	0 6	
Gopinathpur	44	1,441	480	0 8 to	0 4	
Hsobha Mondlai	77	1,574	520	1 8 to	1 0	
Jonai	184	3,776	1,140	1 8 to	0 8	
Konnagar	219	6,109	900	2 0 to	1 0	

In these schools the total cost of educating one pupil varies from Rs. 31-8-3 in the Church Mission school of Chatra to 10-4-10 in the aided school of Chandannagar; and the cost to Government varies from Rs. 10-5-10 in the Gopinathpur or Basori school under the Sarkars of Pearsara to Rs. 2-1-11 of the Chandannagar school. From the above schools 101 pupils appeared at the University Entrance Examination, of them only 28 passed, seven in the first division, eight in the second, and 13 in the third. Of these six passed from the Free Church Institution, Chinsurah, out of 27; five of 12 passed from Konnagar; and six out of eight from Balagarh; of these six successful candidates, five were placed in the first division and two obtained second grade junior scholarships, two third grade scholarships. The irregularity of the fees levied and the difference in the management of these schools clearly shows there is room for improvement in many of them. Under the head of middle class schools some further remarks on the subject will be found accounting to some extent for the large number of higher class schools in the district.

The two unaided schools of Khanakul, Krishnanagar, or Radhanagar, and Sultangacha, do not appear to be very successful institutions. None of their pupils appeared at the Entrance Examination, but they are reported of highly by the Deputy Inspector; they are not self-supporting. The Chinsurah Hindu school is a well managed and popular institution. I have already touched on the economy with which the institution is managed. Out of ten pupils sent up to the Entrance Examination five passed: the number of pupils on the rolls on 31st of March was 335. The Serampur Mission College and attached school is frequented by 266 pupils.

Reports of Inspectors of Schools.

THE NORMAL SCHOOL.—This school for its size has more influence on education in Hughly than any other institution except the college; it trains vernacular masters for higher and middle class schools; it was established in 1856. Since its establishment the institution has supplied 856 certificated teachers to various parts of Bengal. The best vernacular schools in the Presidency, Burdwan, and Rajshahi circles, are under the management of pupils of the Hughly normal school. At first 30 pupils were admitted, this number increased to 132 on 31st March 1871; it has since been reduced to 110 pupils.

The course of studies at first differed but little from the present vernacular scholarship course. The course of studies is now of a standard similar to the First Arts course of the Calcutta University, on the principle that teachers ought to be instructed to a higher standard than that in which they are expected to give instruction. The result has been a large number of highly trained teachers and great literary activity in the vernacular, and a large number of excellent translations or compilations from western literature. Students have now no difficulty in reading the science course of the Entrance or of the First Arts Examination of the University in the vernacular.

At the close of the official year the students on the rolls were as follows :

Stipendiary students	...	...	...	...	70
Vernacular scholarship-holders	...	...	...	...	15
Free students	...	...	...	...	25
Total					110

Of these 108 were Hindus and two Mahammadans.

In the attached model school there were 152 pupils of whom 168 were Hindus, three Muhammadans, and one Christian. In this school the pupil teachers practise teaching, and learn from example what a good elementary school is.

There are 70 stipends sanctioned for the school, and they are divided into four grades thus—

31 stipends at Rs. 3 per mensem.

18 " " 4 "
 15 " " 5 "
 6 " " 10 "

The stipends of Rs. 10, or rather scholarships, are held by passed pupils, who are kept at the school for any officiating appointments which it may be difficult to fill up. They are bound to act in any panditship to which they may be deputed. The head-master recommends the reduction of these stipends to Rs. 6 per mensem.

Of the pupils, 62 are Brahmans, the owners of the small religious endowments or priests. The remaining pupils chiefly belong to the class of cultivators and petty shop keepers or mechanics. None depend on charity. The majority of the pupils frequenting the model school are Navasaks, next comes Brahmans, then Sonarbanias.

The following table give a comparison between the receipts of the school for the past and present year.

						1871-72.	1872-73.
						Fees and fines.	Fees and fines
						Rs. A. P.	Rs. A. P.
Normal School	...	...	...	...	...	1,323 15 0	1,177 10 9
Model School	...	...	...	...	...	581 8 9	679 9 0
Total						1,905 7 9	1,857 3 9

The receipts of the model school have increased with the number of pupils. The fees to the normal school seldom exceed five or six rupees, for it is only under special circumstances that pay students are admitted. The receipts on account of the normal school are for fines, for misconduct, or absence.

The following table shows briefly the receipts and disbursements of the schools.

						RECEIPTS		Total	Expenditure.	Balance
						Government aid grant.	Local receipts.			
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Normal School	...	...	...	...	...	9,900 0 0	1,270 11 9	11,170 11 9	10,820 4 6	310 7 3
Model School	...	...	...	...	...	600 0 0	670 9 0	1,270 9 0	963 0 0	316 9 0
Total						10,500 0 0	1,940 4 9	12,440 4 9	11,783 4 6	627 0 3

Burdwan Division—Hughly with Hourah.

The cost of education of a pupil in the Normal school in 1871-72 was Rs 100-8, in 1872-73 Rs. 122-15-4. The average attendance was the largest in the previous year. The falling off in the attendance at the school "is attributable to the establishment of two normal classes for pundits in connection with the Midnapur and Burdwan training schools, with scholarships of Rs. 4 per mensem each. These classes were established last year for the convenience of one year vernacular scholarship holders, a class of students which ceases to exist under the new rules.

There are three masters attached to the normal schools, only costing Rs. 390 per mensem. The stipends and house rent amount to Rs 496 per mensem. A smaller staff of masters could not do the work. The following table of institutions in England, which has been given from the report of 1863-64, is quoted by the head-master, to show that the Hughly institution is not expensive.

NORMAL SCHOOLS	Number of students.	Total expenditure	Cost of education each pupil
		£ s d	£ s d
Cheltenham	97	4,122 0 8	42 6 4
Highbury	82	1,497 13 3	54 6 0
Borough Road	98	4,473 2 0	45 12 10
Battersea	75	4,551 0 6	60 10 11
Chulsea	104	6,358 18 2	61 2 10
Chulham (Oxford)	78	3,586 16 2	47 1 7
York	64	4,473 2 0	52 14 11

Although this shows that the Hughly institution is not more expensive than these institutions; yet, apart from many considerations, it is impossible to compare the institutions of the two countries, varying as they do so completely in every respect whether social or physical. The rules and regulations of the English institutions are radically different from those of this country. The term training in English normal schools includes religious as well as mental and moral training; it includes out-door as well as in-door training.

The removal of the school from Dharmapur to Chinsura has resulted favorably from a sanitary point of view; the English model middle class school which was attached to the school, was abolished by the Officiating Director of Public Instruction.

Sixty-five boarders are lodged in the barracks and two masters, but the latter have little control over the pupils after school hours, for the building contains so many ways and means of egress that the masters are helpless.

The following table gives the result of the examination of normal schools in Bengal:

	Third year class.	Second year class	First year class	Number passed in first division
Hughly	6	8	7	21
Dacca	1	1	7	9
Calcutta	2	1		3
Mymensingh	1	1		2

This shows the Hughly institution to be the best in Bengal.

Last year 33 certificated teachers passed out of the school, of these, up to the present, nine only have received appointments. This is accounted for by the fact, that no new schools of the middle class were established.

MIDDLE CLASS ENGLISH SCHOOLS.—During the past year these schools which number 27, and cost Rs. 30,542,* have given very poor results, so much so, that it is questionable whether in the present state of the educational organization of the district these schools are of any practical utility. I have above noted the comparatively high expenditure of these schools, so it is unnecessary to touch on the subject further. The average monthly attendance of

* Cost to Government Rs 9,920.

them are in these *Parangas* in which there are 26,823 *Mupumungas* to 20,441 *Hingus*, and large comparative number of *Mupumungas* in these schools is due to the fact that many of the *Mupumungas*: of this the District Magistrate gives the following explanation. "The 6) of these there are 31 in all, the number of pupils attending them is 1,512 of whom 534 well attended; but under this head should be included all single females and night schools.

The only lower class vocational aided school is an infant school in *Isabelinas*; it is not

school is heavier in location than the *Parangas* school.
Isabelinas, and is consequently more largely attended; but the expenditure of the *Konsekret* vocational school is not inferior to the *Parangas* school; it has, however, the advantage of combine on edural terms with the Government schools for agricultural. The *Konsekret* aided district is open to direction for the aided schools are less costly to Government, and this usually, and the policy of feeding an model schools not self-subsiding in the *Parangas* they are able to secure in *Parangas* schools of the higher or middle classes. This is put Native managers of vocational schools secure a far better standard of education than

None of these schools are quite self-subsiding; the *Parangas* model school is nearly so; he has since been transferred to a host in the *Parangas* normal school, and training department. *Parangas* head benefit is a man well-known throughout the country for an excellent teacher; leave the *Parangas* model school work done indeed to be to some *Parangas* school. The school is in a separate part of the district, and has suffered edurally with *Konsekret*. *Isabelinas* head benefit of *Isabelinas* not even about his work, he has since resigned. The *Parangas* *Konsekret* as well as most of his pupils and a little besides from the managers' fees. The master of the *Isabelinas* school is an independent teacher of high ability. The head master of *Isabelinas* in the above model schools is to be expected for in the following way. The head *Chang* 1) of *Konsekret* with the same marks in the vocational agricultural examination. The *Parangas* *Model* *Isabelinas* 13 of the *Konsekret* school in *Parangas* with 300 marks; *Isabelinas* *Isabelinas* *Chang* 1) of 13 marks from *Parangas*, with 300 marks' school third to

Continued	26	0	0	0
Year	21	4	1	202
Isabelinas Parangas	12	2	2	244
Konsekret	21	3		
Parangas	125	15		
Parangas Model school	104	10		

pupils on rolls
number of
Awards

vocational
for training in
(adding in)

the pupils
being in
the school in 1914

the amount of
the school in 1914

The model schools are the following—

six are Government model vocational schools, 23 are mixed, four are private.

Middle Class Agricultural Schools.—These are distributed in the following way—

The *Isabelinas* schools of *Godshilpas*, *Parangas*, and *Parangas* are fair.

the fees.
transferred into a vocational school. The school of *Parangas* was closed in consequence of school attached to the Normal school has ceased to exist. The *Parangas* school has been transferred was changed mainly in consequence of the above order. The middle *Parangas* for minor agricultural. The *Parangas* district high school was a middle school, and it is no middle class *Parangas* school attended within four miles of a high school school combine facilities. Added to this there is an order in the *Parangas* *Isabelinas* to the effect that class under trained masters and 30 high class *Parangas* schools, occupying all the best of all other subjects. Combining with these schools there are 23 vocational schools of the same order class from the highest to the lowest is maintained in the *Parangas* *Isabelinas* to the subject among classes; they maintain a large staff of *Parangas* teachers of instruction, and experience; the constitution of high class schools; whereas the number of pupils, they have six or seven the most; for in the middle class *Parangas* schools it will be found that the managers invite teachers. I believe it is merely competition which causes the best efficient class of schools mainly affected many of them, more than it has affected and other class of schools in the in the monthly attendance at most of these schools is small, and therefore, fees cannot have economic fees for the subjects involved and the school-masters, but mainly the attention attempted to find some explanation for this result, the cause of which is assigned to the minor agricultural examination, and only 12 passed in the second and third divisions. I have pupils at all these schools last year was 1,023 only; of these 44 attended as candidates for the

Burdwan Division—Hughly with Howrah.

also to the fact, that these schools are exclusively for the lower classes to which *Muhammadans* belong." This explanation is of some importance, for if the Muhammadans usually belong to the lower classes of society, we have an explanation of their absence from our higher and middle class schools. These schools are for the most part attended by the lower classes. The instruction given in them is of a primary nature and strictly practical. The chief drawback to them is the falling off in attendance during the sowing and harvest. The pupils forget in the field what they have learnt in the schools. The majority of these schools are managed by the Free Church Mission.

GIRLS' SCHOOLS.—Of the 24 girls' schools 19 are in Hughly and Serampur, and 5 in Howrah. They are attended by 697 girls, 664 of whom are Hindus, 33 Christians and others. The standard of studies in these schools is equal to that of the vernacular scholarship course. The girls' generally belong to tolerably well-to-do parents. Some belong to the upper classes of society. These schools are dependent on Christian mistresses and pandits. The best patrons of female education in Hughly are the members of the Hitakari Sabha, the most important business of which consists in the encouragement of female education. The following extract from the report of the society is worthy of attention. "Since the year 1865, the Sabha has been holding an annual competitive examination of the girls' of a number of schools in the districts of Hughly and the 24 Parganas, and awarding scholarships to the most successful candidates. Rupees 32 per mensem are spent by the Sabha on these scholarships, of which one-half, viz., Rs. 16, is contributed from the funds of the Sabha and the other half is paid by Government under the grant-in-aid rules. At present there are nine schools affiliated to the Sabha, which send up girls' to compete for scholarships at the annual examination. With a view to act on a larger scale by extending the system of awarding scholarships to a greater number of girls' schools in lower Bengal, the Sabha has applied to Government for an increase of aid by a relaxation of the grant-in-aid rules in its favor; and considering the success that has attended the efforts of the Sabha in promoting female education within a small area around Uttarpara, it hopes that its application for an increase of aid will meet with success."

The best girls' schools are the Uttarpara, Bali, and Konnagar schools. The Rishra school used to be good but it appears to have fallen off. These schools are comparatively costly to Government; Rs. 4,297-5-0 is the cost of them, but of this sum Rs. 1,665 was spent in the three European schools of Chinsurah, St. Thomas of Howrah, and Serampur, in all of which the aid given is somewhat out of proportion to the attendance.

PRIMARY SCHOOLS.—The number of pathshalas under the old rules and undertrained gurus was 25; 20 in Hughly and Serampur, five in Howrah. They were attended by 765 boys only; the grant-in-aid is five rupees per mensem, it is a personal allowance to the gurus: when the schools have outgrown the management of a single pandit, a double allowance has been given. These pathshalas are ambitious, and many of them teach up to the vernacular scholarship course. The pathshala of Jamgram passed four pupils in last vernacular scholarship examination. Stringent rules prohibiting this have been enforced.

On the subject of new pathshalas the District Magistrate reports, that after personally examining 25 indigenous schools, he determined to establish aided village schools with committees in connection with them, to see that the instruction imparted was of an elementary character, and that free admission was given to all classes of scholars.

Mr. Larmjic, who was deputed to the thana Chanditala to open pathshalas, arranged for the establishment of seven on a monthly subsidy of Rs. 3 each, before he was removed. The Assistant Magistrate took up the thana Baidyabati, and established four pathshalas. In the Howrah district, sites for nine were selected. Up to the 31st March 81 schools were subsidized a cost of Rs. 233 per annum, of which 50 are in Hughly, 22 Serampur, 9 in Howrah. The number of new pathshalas is 33, the number of old subsidized is 48.

The primary scholarship examination was held on the 27th of March at centres Hughly, Serampur, and Howrah; 211 candidates appeared, of these seven only passed in all subjects in Hughly, four at Serampur, and three at Howrah. The full marks were 350, the highest obtained were 252—six scholarships were distributed to Hughly, three to Serampur and three to Howrah.

The system adopted by the District Magistrate of Hughly will enable him to subsidize from 150 to 200 pathshalas; this will, of course, benefit the Muhammadan and rural population, but I question much whether the stimulus given to primary education will be as great as if a system of examinations and payment by results had been followed out. Committees could be equally utilized under that system, and I need only point out, how successful middle class vernacular education has been under the stimulus of the vernacular scholarship examination.

The District Committee of Hughly is very strong, its work is heavy, and in order to carry on business, three working sub-committees have been formed, for finance, Government schools, and examinations. The committee has met four times since the 1st of March last.

Reports of Inspectors of Schools.

On the subject of subordinate inspecting agency, I regret, I cannot report very favorably; the following table gives the out-door work done by each of them last year—

	Miles travelled	Schools visited.
Babu Ambika Charan Basu, Deputy Inspector of Hughly	2,542	202
Pandit Nava Gopal Mukherji, Sub Inspector of Serampur ...	1,369	144
Madhav Chandra Sarma, Deputy Inspector of Howrah .	2,930	207

Of the inspecting officers, the Howrah Additional Deputy Inspector and the Serampur Sub-Inspector cannot transact business in English, thus it happens, that this district with a larger number of English schools than any other district of Bengal is worse off for inspecting agency. The office work thrown on Babu Ambika Charan Basu has been heavy, and being unaccustomed to such work, it has occupied too much of his time. The work of the other two officers inadequate; for these circles are small, and the schools are spread over a small area.

ORISSA DIVISION

The province of Orissa comprises three districts and the Tributary Mehals.* The area of the former is 7,717, and the area of the latter is 16,184 square miles. The number of villages in each is 11,941 and 10,178, respectively; and the population is 3,031,690 and 1,283,309, respectively. The schools in the *Tributary Mehals* are very few in number, spread over an enormous tract of country. The following list gives in a compendious form the distribution of its schools in the different districts on the 31st of March. Reference to the annual abstract statement for the whole division, which accompanies this report, will give any further details which may be required on the subject.

* Non-regulation territory.

	BALASORE	CUTTACK.	PURI	TRIBUTARY MEHALS	Total
	Area, 2 066 8 M Popula- tion 770,242	Area, 3,175 5 M Popula- tion 1 491,784	Area, 2 473 8 M Popula- tion 769,674	Area, 16,184 8 M Popula- tion 1,283,309	
High School and Law Class					2
Higher English Schools	2	1	1		4
Middle English Schools	2	1	1		12
Middle Vernacular Schools	11	10	13	10	44
Lower Vernacular Schools	..	1	11		12
Girls' Schools	4	4			8
Normal School	1	1			2
Pathshalas for boys	170	26	80	9	291
Pathshalas for girls	2				2
Total	192	54	111	19	377

Balasore and Puri appear to be better off for schools than Cuttack; the reason is that arrangements for opening primary schools in the district of Cuttack under the new system were not completed within the year. No returns of unaided primary schools have been submitted, but I have been able to gather from the records in my office that 3,308 village pathshalas are said to exist, attended by 19,240 pupils. The paucity of schools in the Tributary Mehals, (a) and the great distance between them, make it questionable whether they should be retained on the books of the Educational Department. Another anomaly in connection with the schools in these mehals is that, though the grants to some of them are paid from the imperial funds, others are supported from funds not estimated in the educational budget. In Dhenkanal a number of improved pathshalas are paid for by Government; the Rajah pays a small tribute, but is otherwise considered to have independent charge of his rāj.

The subjoined statement gives a summary of the expenditure and results of education. It would appear that the funds are not evenly distributed; but this is the consequence of the expenditure on account of the high school of Cuttack, which absorbs no less than Rs. 6,000 of the Government grant, whilst the normal school absorbs Rs. 9,594-15-9. These may be fairly termed provincial schools, the cost of which should not be debited against any single district (b). The inequality observable in the column giving the amount spent on primary education for every thousand of the population is owing to the energy with which the

(a) I hardly think the Tributary Mehal schools should be included in the regular educational returns, the work is in a very incipient state, and almost wholly under the Tributary Mehal Superintendent's special and direct supervision. The best arrangement will be, I think, to provide a Deputy Inspector specially for Tributary Mehals which are quite beyond the ken of district school Inspectors and Deputy Inspectors. For some years to come the Tributary Mehal schools cannot be very completely organized, though a good deal is being done in a rough way. The Government estates of Banki, Ungul, and Khondmals, would afford good work for an active sub-inspector, who might also work up the schools in Dhenkanal and other Rajah's territories, under the Superintendent's orders. I will gladly undertake to give general aid and supervision, and I think the Tributary Mehal school report should next year form a separate and distinct appendix to the general divisional educational report.—Commissioner.

(b) I quite concur. The higher classes of the Cuttack school and high school are available for lads from any district in the division. The Normal School supplies teachers to the districts of the division generally.—Commissioner.

Reports of Inspectors of Schools.

Collectors of Puri and Balasore carried out the late orders of Government, and the extreme caution exercised by the Collector of Cuttack (a)

DISTRICT	Number of schools	RECEIPTS				Number of pupils on the 1st March 1873	Expenditure of 10000 of the population	Sums spent in primary education of 1000 population	Population
		Fees &c	Government grant.	Local income	Total cost				
<i>Government and Aided Schools</i>									
Cuttack	50	Rs 7 32s	Rs 27 107	Rs 7 38s	Rs 40 613	2 211	1,516	64	1 44 784
Balasore	191	2 781	9 75	5 960	18 470	4 466	1 201	2 94	770 257
Puri	113	1 838	5 906	2 546	13 255	2 757	1 137	2 17	769 074
Tributary Mohals	16	3	2 314	213	2 763	497	195	35	1 28 303
Total	370	11 985	47 802	11 117	75 181	9 931	1 107	1 24	1 317 900
<i>Unaided Schools</i>									
Cuttack	10	113		186	27	44			
Balasore	3*								
Puri	1			655	655	4			
Tributary Mohals	3	12		1 636	1 660	13			
Total	17	101		2 477	2 390	44			
GRAND TOTAL	387	12 144	47 802	18 591	77 771	10 319			

* No details given

6. The annexed list gives the amount sanctioned by Government on account of schools of different classes, the expenditure, and balance. It would seem that aided schools and D pathshalas exceeded their budget. Explanation of this will be given in my remarks on the Balasore district.

	Net Government grant		Expenditure from Government funds		Balance	
	Rs	A P	Rs	A P	Rs	A P
Government Schools	30 989	9 1	29 938	3 3	1 051	7 10
Aided Schools	11 676	0 0	12 126	6 5		
D Pathshalas under old system	3 433	8 9	3 11	8 8		
D Pathshalas under new system	6 000	0 0	1 466	1 8	4 53	14 4

The saving under the head of Government Schools was effected in the Cuttack normal school. The grant for primary education was not touched in the Cuttack district. In Balasore and Puri Rs 796-15-8 and Rs 669-2 respectively, were expended.

The race and creed of teachers of the 377 schools. No returns on this subject have been given of three unaided schools of Balasore, in the remaining 374 there are 526 masters, and the following table shows their creed.

	Total	Hindus	Muhammadians	Christians	REMARKS
Cuttack	130	91	1	38	* Two of other denominations
Balasore	214	188	10	16	
Puri	135*	131	1	3	
Tributary Mohals	34	33			

(a) As a member of Cuttack committee, I have enjoined and encouraged caution, and though Cuttack is behind-hand in showing results the preliminary arrangements have been thorough and well considered.—Commissioner.

Orissa Division.

The chief feature about these figures is the very large proportion of Christians employed as teachers in Cuttack and Balasore. They are connected with the American Baptist Mission of Balasore and the free Baptist Mission of Cuttack. The operations of these societies are very extensive; 39 of these teachers are connected with girls' schools attached to the different famine orphanages. One Muhammadan is attached to a middle class vernacular school. The others are masters of village schools.

Of the Hindus, two are returned as Beharees, one as a Marhatta; all these are engaged in English schools. The rest are divided amongst Uriyas and Bengalis, and are distributed amongst the various castes as follows:—

	Uriyas.	Bengalis
Brahmans	86	12
Khetris	13	
Vaidyas		5
Kayasthas	145	13
Other castes	129	11
Total	373	71

From this it appears that the Uriyas have a very large share of teacherships; but 247 of these are employed in pathshalas and village schools, and the majority of the rest are pandits in vernacular schools. Bengalis (*a*) occupy all the highly paid appointments in Government schools, but this is entirely owing to the fact that no Uriyas are to be had qualified to teach English to the higher classes of a zilla school. But with the aid of the Cuttack high school and the Mayo and Dhenkanal scholarships, I hope in a few years to see Uriyas qualified by University honors to take charge of the instruction of Uriya youth in all classes of schools.

RACE AND CREED OF PUPILS.—In the schools for which returns have been received, 10,315 pupils are educated. They are thus distributed amongst the prevailing creeds

	Cuttack	Balasore	Puri	Tributary Mahals.
Hindus	1,528	3,875	2,108	6
Muhammadans	166	27	85	1
Christians	208	131	231	1
Others	533	205	8	1
Total	2,435	4,116	2,802	62

There is nothing abnormal about these figures. The population of Muhammadans is small, being 74,172 only for the whole province; of these a large population dwell in the towns of Cuttack and Balasore. The 705 pupils entered last on the list are for the most part orphans without relatives,—waifs of the famine of 1866-67.

The effect of Bengali immigration on education in Orissa is not likely to be of a permanent character, for out of 8,162 Hindus 834 are Bengalis, who generally affect education of a higher class. No less than 190 Bengalis are taught in the high school of Cuttack and zilla schools of Balasore and Puri, of which the aggregate of pupils is 400 only.

The castes of Bengal do not correspond with those of Orissa; the printed forms issued from the Director's Office were therefore not adapted to Orissa. From the statistics I have received, it would appear that Uriya Hindu pupils are distributed amongst the following castes as follows:—

	Cuttack	Balasore	Puri	Tributary Mahals.
Brahmans	238	985	784	197
Khetris and Khandaitis	30	812	108	22
Kayasthas and Kaimis	305	381	122	53
Sonarbanias and Bonyas	12	117	31	7
Navasaks	230			15
Kailarthas	16	859	1,038	19
Other castes	236			309
Lowest	2	288	26	0

(a) The difficulty of procuring well trained natives of the province is being gradually overcome, and I hope ere many years have elapsed to see the higher classes of masters filled by locally educated Uriyas. There is a great demand for clerks and officers in subordinate posts, which attracts boys from school before they have finished their education. Time only will remedy this.—Commissioner.

Reports of Inspectors of Schools

In the Balasore Report 52 Uriya Baistabs are entered, but as no Baistabs are given for other districts, I have omitted them from the above table. Uriya Kayasthas appear to frequent the higher class schools in the largest numbers. Brahmans greatly preponderate in all classes of vernacular schools, especially in indigenous schools. Amongst the Bengalis, Kayasthas greatly preponderate, numbering 488 out of 834 for the whole province; the greater proportion of these frequent the Balasore and Cuttack schools.

SOCIAL POSITION OF THE PUPILS.—The following table gives the social position of the pupils attending Orissa schools* :—

	Upper classes of society	Middle classes of society.	Lower classes of society.	Total.
Cuttack	5	1,003	1,427	2,435
Balasore	10	815	3,621	4,446
Puri		1,089	1,713	2,802
Tributary Mohals	..	159	173	632
Total	15	3,066	7,231	10,315

Of the above no less than 6,666 attend primary schools, and of these no less than 5,510 belong to the lower classes or the masses; of these 1,000 attend the village schools lately subsidized and established by the Collectors of Balasore and Puri. The statistics of Balasore and Puri do not give details of the occupations to which the parents of pupils belong; but in Cuttack the professions and small cultivators preponderate.

CLASS OF INSTRUCTION.—On this subject there appears to have been no misunderstanding such as appears in the Bengal returns. The pupils receiving instruction are classed as follows :—

	UPPER STAGE	MIDDLE STAGE		LOWER STAGE			
		Boys	Girls	Can read and write		Cannot read or write	
				Boys	Girls	Boys	Girls
Cuttack	128	192	2	706	425	638	41
Balasore	19	261	-	862	165	2,974	150
Puri	23	236		920	3	1,714	6
Tributary Mohals		17		150		44	
Total	170	4,020	2	2,538	593	5,731	200

From this table it appears that the education of the province is in a very backward state. Female education appears to have made some advance in Orissa, but I regret to say that this is owing to special circumstances, which are hardly likely to be permanent. A very large proportion of the girls are famine orphans.

In Cuttack the number of beginners is 44 only in girls' schools, a circumstance which leads me to infer that recruits do not readily come forward. In purely secular schools less than 150 girls are taught. It would seem as if primary education were likely to succeed with greater rapidity than higher class education in Orissa. The large number of indigenous schools is an encouraging feature; it rests with district officers to give a stimulus to primary education and bring as many schools as possible under inspection. Improved pathshalas have not succeeded with the masses, simply because the masters provided the school instead of the school being provided with the master. In improved pathshalas the master, and not, the school, has been the first element, and hence the trained guru has been able to regulate the class and supply of pupils.

CHANGES IN INSTRUCTION.—The chief changes have been the introduction of surveying and mensuration into all Government schools; physical education or gymnastics into the schools of Balasore and Cuttack; and the abolition of Sanskrit in all but the highest classes of

* So far our schools have not attracted many of the upper classes. There is a good deal of the old exclusiveness and disinclination to send their sons to school among the better classes of Uriya zemindars. Time and a better appreciation of the benefits of education alone can remedy this.—Commissioner.

Orissa Division.

higher class schools. The last appears to have been accepted as a great relief; for in Puri I find no student studies Sanskrit in any Government school; in Balasore four only do so; in Cuttack 99 learn Sanskrit; in the two college classes and the entrance and preparatory classes four years are spent in its study; a superficial knowledge of the grammar and three short text-books is acquired, composition in Sanskrit is not studied. The system adopted for the study of Sanskrit requires improvement; at present pupils are crammed for the First Art's University Examination. Bengali is now studied by some Bengalis only in higher class English schools, three students of the Balasore school only study it. Measures have been adopted to erect gymnastic apparatus in connection with the Cuttack and Balasore schools. The Puri committee objects to spend fees and fines realized for tuition and Government revenue for purposes of recreation. The surveying classes have many difficulties to contend with; such as the want of a competent teacher. Babu Jogendra Chandra Mukhurji, a passed overseer of the Engineering Department of the Presidency College, was appointed in February 1872 teacher of surveying for the Government schools of Orissa on a salary of Rs 107 per mensem; he joined the Balasore school and continued there for six months and proceeded to Cuttack in August. He left for an appointment in the Public Works Department on the 1st of May 1873, and was succeeded by Babu Ahina Chandra Mukhurji, a qualified overseer. These changes have not been productive of good results. The pupils of the Cuttack school have made but little progress. This, the head-master reports, is partly to be attributed to delay in the supply of the necessary instruments, and partly to indifference on the part of the former surveying master during the latter part of his connection with the school.* In the Normal school surveying is taught by the head-master † The survey classes attached to the various schools consist of the following pupils.

BALASORE.—The surveying class consists of two sections. Section A consists of 18 boys of the first two classes of school and one out-student; Section B consists of the 3rd class and two out students. Two hours a day are given to surveying. Out-door practice goes on morning and evening under the head master.‡

CUTTACK.—The surveying classes are four in number, consisting of the two college classes and three school classes, numbering in all 93 students. Fourteen hours a week are devoted to surveying; in school hours 23 out-students are instructed daily for one hour.

PURI.—The surveying classes are the 1st and 2nd classes of the school, and consist of 20 students. Thirteen hours weekly are devoted to surveying. The head-master instructs the classes §

NORMAL SCHOOL, CUTTACK.—Three classes are instructed in Uriya, in surveying, and mensuration. There are 58 pupils; they are instructed by the head-master. These classes were established in 1869-70. In the normal school and the Balasore zilla school some of the pupils are able to effect a practical survey of no great difficulty with the chain and compass. In the other two schools at the end of the year the pupils knew a little mensuration and theoretical surveying. In the Cuttack school some of the pupils understood plotting with the chain and scales, and the preparation of a field book. I anticipate before the examinations are held the students of the Entrance classes will have acquired sufficient knowledge of surveying, theoretical and practical, to acquit themselves creditably. The text-books used have been—

Todhunter's Mensuration.

Scott's Notes on Surveying.

Scott's Notes on Practical Geometry and Construction of Scales.

Dwarkanath Chakravarti's Khetrapariman.

Physical Geography is now studied in all these schools. The text-book used is Woolaston's, which does not appear sufficiently elementary or simple. Professor Geikie's Science Primer on Physical Geography should be substituted for it. The study of a course of physics had not been introduced into any of these schools, but I hope district committees will see their way to it this year.

COST OF TUITION.—The cost of tuition in English schools in Orissa is generally higher than it is in Bengal, although the demand for it is not so great. This is owing to the small

* There is only one teacher of surveying in the division, whose time is divided between the three districts. We require a man for each district, and I hope this may be carried out.—Commissioner.

† The normal school Superintendent has, as usual, put his shoulder to the wheel and has acquired a very fair knowledge of the subject.—Commissioner.

‡ A proper surveying master is much needed for Balasore. At present they only learn book work without practical application.—Commissioner.

§ Here also a special instructor is much needed.—Commissioner.

|| The subject of school text-books will, I hope, soon be authoritatively settled, and I think they should be as simple and elementary as possible.—Commissioner.

Reports of Inspectors of Schools.

supply of teachers, which necessitates the importation of qualified teachers from Bengal at high salaries. The following table shows the cost of teachers in the different schools of Orissa :—

	CUTTACK				BALASORE				PURI				TRIBUTARY MITHAIS					
	Total cost of each pupil		Government cost		Total cost of each pupil		Government cost		Total cost of each pupil		Government cost		Total cost of each pupil		Government cost			
	Rs	A	P	Rs	A	P	Rs	A	P	Rs	A	P	Rs	A	P	Rs	A	P
Higher class English Schools— <i>Government</i>	38	1	10	20	14	0	38	10	1	26	7	9	36	6	8	21	15	0
Middle Class English Schools— <i>Aided</i>	11	6	0	1	8	7	27	7	9	8	1	0	21	6	10	13	10	9
Middle Class Vernacular Schools— <i>Aided</i>	7	11	6	1	7	8	9	11	1	1	1	6	8	11	5	1	0	8
Middle Class Vernacular Schools— <i>Government</i>	1	11	0	1	6	10	8	7	10	6	1	1	9	10	2	9	1	8
Girls' Schools	11	10	3	5	10	10	20	11	0	8	10	2						
Improved Pathshalas				2	1	19	3	6	8	2	11	3	3	11	2	2	5	1
New Pathshalas							0	5	0	0	8	6	0	9	5	0	7	5

The lower class vernacular and circle schools of Puri cost Government as much as the middle class schools, viz Rs. 4-11-9 and Rs. 1-8-4 respectively. The college classes of the high school of Cuttack cost Rs. 39-11-9 for each pupil; the tuition and board of a single pupil in the normal school, Rs. 8-1-2-8. Unaided schools are few, but their cost is greater than that of Government institutions. The Missionary girls' school at Balasore is expensive as well as the zenana association, but in other respects Missionary bodies appear to manage to keep their expenses very low. The Santipur normal school is an economical institution; tuition there costs Rs. 2-11-7 only. This contrasts with the Government Normal school, the cost of which is very great. The Christian girls' school of Cuttack is a very expensive institution, the cost of tuition in it being Rs. 11-11-8.

SCHOOLS—My remarks on these will be found under the head of each district. The practice which obtains of allotting to each class a master is bad; in the higher class English schools sufficient attention is not given to the vernacular. In the middle class English schools instruction in geography, history, mensuration, physical geography, &c., should be imparted in the vernacular instead of English; the subjects would be more easily and better learned in the vernacular*. The system of instruction followed in our schools does not seem to recommend itself to the self sufficiency of the Uriya race; a very little knowledge suffices to make them think they can instruct themselves. A sort of conservative system of ignorance exists throughout the country, in which there are excellent indigenous schools for primary education. The Brahman, who possesses great influence, unlike the Bengali Brahman who has taken the lead in education of all other castes, is too idle and apathetic to learn, and too selfish to allow his neighbours to learn. Caste is more rampant in Orissa than elsewhere, and under such a system of superstition and apathetic indifference education cannot be expected to advance very rapidly. Progress is apparent, but it is very slow compared with progress year by year apparent in Bengal.†

In the number of schools there has been a considerable increase; there are now at the end of the year in Orissa 388 schools under inspection with an attendance of 10,315, against 150 schools and 6,277 at the commencement of the year. The increase is chiefly due to the establishment and control of 212 village schools subsidized and aided under the new system with an attendance of 4,471 pupils. The total expenditure has been Rs. 47,802 against Rs. 46,950, and from other sources have been contributed Rs. 28,099 against Rs. 32,023. There have been some reductions in the expenditure on account of higher class schools, but a considerable increase on account of mass education. The average cost of tuition has been

* I quite concur in the propriety—nay, necessity—for teaching these subjects in the vernacular.—Commissioner.

† I cannot quite fall in with the Inspector's views, either as regards the character of the people or the progress made. Until very recently Uriyas and Orissa had no chance or nearly the same of port cities as Bengalis; the former had to quench the thirst for knowledge in Bengali waters, and the Bengali language has until recently been the medium of education.

The progress made during the last four or five years has been most remarkable, and the desire for education among the population of Orissa dates from the abolition of a foreign language, and increase of facilities for acquiring knowledge in their mother tongue.—Commissioner

Orissa Division.

Rs 7-8 for a single pupil, of which Government paid Rs 5. Education in improved pathsalas is considerably higher in cost than it was last year, the State having paid Rs 2-9, against Rs 2-1. This may be attributed to the falling off in attendance consequent on the institution of good and conveniently situated village schools. The old gurumahasay of Bengal and abadhan of Orissa is a far older and more popular institution than an inexperienced and boyish teacher fresh from a training school. Abadhans are contented with 8 or 10 pupils, whereas a normal teacher expects 30 at least.

SCHOLARSHIPS.—Probably examinations for these have done more to foster and create a demand for education than any other scheme which could have been devised. The number of scholarships distributed last year to Orissa students was 10 junior scholarships (4 of Rs 14 and 6 of Rs 10 per mensem each); 15 vernacular scholarships extending over four years, 15 for 1 year of Rs 4 per mensem each; and five minor scholarships of Rs 5 per mensem for two years. Of the number of junior scholarships now held by students from Orissa schools, I have no data. Of the other scholarships, the following details may be of interest:—

	Number held by students of Orissa schools	Held in Orissa Schools	Held in Benchal Depurt at Alameda College	REMARKS
Four year Vernacular scholarships	5	5	1	Total expenditure Rs 447
One year ditto	15	15		
Minor scholarships	5	5	1	150 14*

The number of candidates who appeared at the University Matriculation Examination are given in the subjoined table:—

	Candidates	PASSED IN			SCHOLARSHIP HOLDERS	
		1st division	2nd division	3rd division	2nd grade	3rd grade
Cuttack	7	1	3	2	3	1
Balasore	5	1		2	1	2
Puri	3			2		1

Amongst 15 candidates 10 scholarships were distributed. The college classes of the high school ought not to lack recruits with such encouragement, but for some reason these classes are not at all numerously attended †.

The minor scholarship examination does not appear to be very popular, for only 9 appeared from the 12 middle class English schools. Three of these schools are under Missionary bodies who do not appear to encourage the pupils to go up for examination. A pupil of Khurda, named Suk Lal Singh, distinguished himself by standing at the head of the list—

	Average number of marks of scholarship holders	Number of candidates	PASSED IN			Scholarships
			1st division	2nd division	3rd division	
Cuttack	336.33	7	1	2	2	5
Balasore	229	1		1		1
Puri	137	1	1			1

Had these candidates been examined in Bengal, two only would have obtained scholarships.

* Exclusive of Rs 49 11-0 drawn on account of a minor scholarship candidate in Bengal, but held in Balasore Zilla School.

† The reason is that boys who have passed the school course are too frequently able to get petty employ, and take it in preference to prosecuting their studies in the collegiate classes.—Commissioner.

Reports of Inspectors of Schools.

VERNACULAR SCHOLARSHIPS.—In this examination 89 candidates appeared to compete for 15 scholarships for four years and 15 for one year each; the result of the examination is given below:—

	Number of candidates.	Average marks of those obtaining scholarships	Number passed.	SCHOLARSHIPS.	
				4 years.	1 year
Cuttack	39	259	32	5	8
Balasore	16	246	11	5	1
Puri	34	278	28	5	6

The full marks were 570; the highest place was obtained by Manamohan Chakravarti, aged 9½ years, a pupil of the Cuttack Model Vernacular school, with 366 marks. Speaking of the course prescribed for this examination, Mr J. Beames, the District Magistrate of Balasore, says—"The Vernacular scholarship standard is too difficult, and should be much simplified. The reward is only Rs. 4 a month for four years, and to gain this a boy is to pass in six subjects, including the abstruse area of physical geography, botany, physical science, and natural philosophy. It is absurd to suppose that such a standard can produce anything but a slow showy kind of knowledge, crammed for the occasion and forgotten a month afterwards." Very few English boys would be able to pass such an examination if strictly conducted. Candidates are asked to pass in one subject only in science, the examination in which is of the simplest description. Besides Rs. 4 per mensem, scholars obtain free tuition at any higher class school. The actual value of the scholarships is something more than Rs. 6 per mensem. No primary scholarships were distributed in the year under report.

INSPECTING AGENCY—During the past year the only change made in the inspecting agency was the transfer of Babu Sivadas Bhattacharya from Balasore to Bankura in October last. I am therefore able to review the work performed (a) by each Deputy and Sub-Inspector without much difficulty. The quantity of work done by each is given in the subjoined tabulated form:—

	Number of miles travelled	Visits paid to schools	Halts in refusal	Cost		
				Rs.	A	P
Piyar Mohan Sen, Deputy Inspector, Cuttack	1,082	137	31	1,685	2	1
Radhanath Ray, " " " Balasore	1,283	76	}	1,730	8	0
Sivadas Bhattacharya " " " "	963	33				
Govinda Chandra Mahapatra, Sub-Inspector, Puri	2,804½	145	33	1,585	2	0

The cost of inspection appears somewhat uneven. The Sub-Inspector of Puri clearly did the most work and drew the least pay. The Deputy Inspector of Cuttack was engaged during the greater part of the last quarter in arranging preliminaries for aiding pathshalas under the new rules. In the diaries of the Deputy Inspectors, of the journeys made in order to visit indigenous schools preparatory to subsidizing them, the mileage is entered, but the school is not entered as inspected; were it not so, the Deputy Inspector of Balasore's visits would be 218 instead of 76. The activity displayed by Deputy Inspector Radhanath Ray and Govinda Chandra Mahapatra is creditable to them.

• The system of inspection pursued in Orissa is not so strict as that in Bengal. The number of qualified masters is small, and the inspecting officers are often compelled to overlook incapacity which would not be tolerated for an instant in Bengal. The Deputy Inspectors try to visit each school once a quarter, and from the number of schools inspected by each it would appear that they succeed. They see that the accounts and registers are properly kept, they inform the masters of any orders of Government or the local authorities affecting the school, they recommend class books. Having gone through these preliminaries they proceed to examine the school-masters as well as pupils; they then record remarks on the result of the examination. The examination of masters is quite as necessary as that of the pupils, for they deteriorate. In aided schools it often happens that incompetent masters are appointed.

(a) Generally the Deputy Inspectors have been active and earnest and have done their work in a very creditable manner. The year has been one of constant change and reformation. I have no doubt when the new system settles down, improvement will be further apparent.—Commissioner.

Orissa Division.

DISTRICT COMMITTEES AND PRIMARY EDUCATION—The District Committees (a) of Orissa are now in full work; that of Balasore got into harness first, but not having received copies of their proceedings I am unable to say what business has been transacted in Balasore. The first meeting of the Cuttack committee was held some time after the expiration of the year; it was not constituted until the 16th of April. The Puri committee has met several times, and has transacted much important business at their meetings, but owing to the transfer of the District Magistrate there has been some delay in the disposal of primary scholarships.

The annexed statement gives an abstract of improved pathsalas in the province. Balasore appears to be best off. The attendance in this district considerably exceeds that of other districts. I have already stated my opinion that these institutions have not been successful in attaining the object for which they were intended, namely mass education.

DISTRICTS	Number of schools	NUMBER AND RACE OF TEACHERS			NUMBER OF PUPILS ON THE ROLLS ON 31st MARCH							Number of girls who are reckoned in foregoing three columns	Subjects taught, &c	ESTIMATED INCOME OF THE SCHOOLS			NUMBER OF LITERATES WHO ON 31st MARCH		
		Total	Hindus	Christians	Hindus	Muhammadans	Others	Christians	Total	Government grant	Other sources			Total	Could read	Could not read			
Cuttack	17	17	17		300	39	1		400	Reading, writing, arithmetic, &c	Rs A P 908 3 9	Rs A P 371 8 0	Rs A P 1,339 11 9	114	204				
Tributary Michals	8	9	9		230				230		457 11 0	250 0 9	707 11 9	28	202				
Balasore	29	16	15	1	392	5	144	20	561		13								
Puri	17	17	17		358	16			374		2	1,008 18 11	258 8 1	1,262 6 0	110	264			
Total	71	59	58	1	1,340	60	145	20	1,565	15	2,905 8 8	1,228 6 10	4,131 15 6	468	1,097				

On the subject of the new pathsalas, I regret to say that no arrangements were made for their establishment in the district of Cuttack until the year expired (b). It was not until the middle of June that the District Magistrate submitted his propositions for the opinion of the District Committee. In his report on the subject he says—"According to the census there were in the district 2,005 village schools, in which 15,205 boys were taught at their expense. The instruction imparted is of a very elementary character, and it has been found that many of the teachers are rather itinerant tutors than teachers of fixed schools. The Committee is therefore of opinion that the allotment of grants may be productive of great evil if not carefully guarded." As a preliminary to his scheme, he applied for the appointment of three Sub-Inspectors, in order that they might carefully inspect all schools applying for grants before the applications were complied with. With reference to the allotment of grants, it has been determined to make them after a consideration—1st, of the efficiency of the teaching; 2nd, of the number of pupils; 3rd, of the class of pupils taught, in order to prevent the money being diverted from the education of the poor.

With reference to the amount of grant, the Magistrate proposes giving Rs. 15 per quarter to those trained teachers of the normal school who establish schools in places where they are actually needed. In other cases he proposes to grant less than Rs. 15 per quarter and something more than one rupee.

Up to the date of report, out of the sum of Rs. 13,660, Rs. 1,650 have been appropriated to 28 pathsalas opened by trained teachers, and grants amounting to Rs. 201 have been made to pathsalas for the quarter ending with the 31st March. Fifty teachers with stipends allotted from the grant have entered upon a course of training in the normal school.

(a) Arrangements have been made with the District Committees under which their proceedings will pass through the Commissioner's hands, and be forwarded with his remarks, if necessary, to the Inspector. This will also enable the Joint-Inspector, who works with the Commissioner, to see all that goes on and keep command over the work generally.—Commissioner.

(b) I must here again record that the preliminary work and organization in Cuttack has been very thoroughly done; there is an old saying that the more haste the less speed.—Commissioner.

Reports of Inspectors of Schools.

The annexed statement gives the result of the proceedings of the District Magistrates of Puri and Balasore for the advance of primary education under the new system. The most progress has been made at Balasore.

DISTRICTS.	Number of schools.	NUMBER AND RACE OF TEACHERS.				NUMBER OF PUPILS IN THE ROLLS ON 31st MARCH					Number of girls.	Subjects taught.	ESTIMATED INCOME OF SCHOOLS.			NUMBER OF PUPILS WHO ON 31st MARCH	
		Total.	Hindus.	Muhammadians.	Christians.	Hindus.	Muhammadians.	Christians.	Others.	Total.			Govt. grant.	Other sources.	Total.	Could read and write.	Could not read or write.
Puri ...	69	69	68	1		1,413	43	2		1,458		Reading writing, arithmetic, &c. &c.	Rs. A P 669 2 0	Rs. A. P. 194 7 0	Rs. A P 863 9 0	325	1,133
Balasore .	144	144	131	10	3	2,781	218		14	3,013	72		706 15 8	609 1 0	1,306 0 8	517	2,496
Total .	213	213	199	11	3	4,194	261	2	14	4,471	72		1,466 1 8	703 8 0	2,169 9 8	842	3,629

The District Magistrate of Balasore reports that the pathshala system has been vigorously pushed on. He gives the following statement of account:—

	Rs. A. P.
Amount sanctioned for primary education up to 31st March 1873 ...	1,500 0 0
Spent up to 31st March ...	812 0 6
Balance ...	687 14 6
Unexpended balance for 1872-73 ...	687 14 6
Grant for 1873-74 ...	4,500 0 0
Total ...	5,187 14 4
Rs. A. P.	
Expended in April ...	486 8 7
„ in May ...	477 4 0
Estimate expenditure to 31st March 1874, at Rs. 482-12 per month ...	4,827 8 0
	5,791 4 7
Deficit ...	603 6 3

It appears that Mr. Beames has exceeded his allowance (a), but I imagine there will be savings. The total number of schools established was 143. Speaking of these schools, the District Magistrate says he has frequently inspected them, and finds there has been an improvement in them since they were brought under inspection. At first he says the people were rather shy and suspicious, but now their tone has quite changed, and he finds it impossible to satisfy all applicants for grants.

The District Magistrate of Puri says that previous to the resolution of the 30th September 1872 there were seventeen primary schools or improved pathshalas. Since that date 69 village schools have been established at a cost of Rs. 3,660 per annum.

	Rs.
40 at Rs. 5 per mensem ..	2,400
19 „ 4 „ ..	912
9 „ 3 „ ..	312
1 „ 2 „ ..	24

Sixty-one of these are in the Puri sub-district, 8 in Khurda. Rs 669-2-0 was spent last year, Rs. 3,660 has been appropriated; the balance, Rs. 1,671, is not yet disposed of.

It appears from the report of the Sub-Inspector of Puri, as well as the Deputy Inspector of Cuttack, that in a large number of the villages of these districts there are pathshalas, and

(a) The great difficulty is so to arrange that we may encourage and stimulate popular education and support and improve the indigenous agency, without causing the people or the teachers to lean entirely on Government aid. This is very hard to arrange. It has occasionally happened that pupils who heretofore supported a master by their private contributions, now refuse to pay anything, on the ground that Government supports the teachers. What we want to do is to aid the people to help themselves, and not to render them entirely dependent on Government.—Commissioner.

Orissa Division.

that the attempt to establish a system of Government inspection has given rise to much misconception and various prejudicial rumours—many of them so foolish, that I am astonished that the Deputy Inspectors should think it proper to quote them. One thing, however, deserves notice. The Deputy Inspector of Cuttack says that canungoes were entrusted with the business of making valuations of houses for the road cess (a), and at the same time received perwanas on the subject of primary education directing them to make various inquiries, which they did at the same time as they assessed the houses.

Private individuals who have done most on behalf of education in Orissa are Babu Kaylas Chandra Ráy of Balasore, Mohunt Narayan Das of Puri, Maharaja of Dhenkanal (b). Educational officers who have done good service during the year are the following :— Babu Chandi Charan Banurji (c), head-master of Cuttack High School and Secretary of Cuttack Committee; Babu Dwarkanath Chakravarti (d), Superintendent of Normal School; Babu Ramdas Chakravarti, head-master of Puri School; Babu Radhanath Ráy, Deputy Inspector of Balasore; Babu Govinda Chandra Mahapatra, Sub-Inspector of Puri (e).

(a) This was an unfortunate mistake.—Commissioner.

(b) These gentlemen are entitled to recognition. They are ever honest in promoting the good of their countrymen.—Commissioner.

(c) A good and able man.—Commissioner.

(d) An excellent man, and peculiarly valuable in his present post.—Commissioner.

(e) To these I would add the name of Babu Piyari Mohan Sen, Deputy Inspector of Cuttack, and also the missionary brotherhood of Cuttack, Pipli, Balasore, and Santipur, whose earnest labours and education of orphans in particular, have been incessant and devoted.—Commissioner.

Reports of Inspectors of Schools.

Annual Return of Schools in the Orissa Division for the year ending the 31st March 1873

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS	NUMBER OF PUPILS ON THE ROLL		MONTHLY AVERAGE	SUM OF THE ROLL ON ALL THE MONTHS	AVERAGE AGE OF PUPILS IN THE MONTH	PEOPLES LEARNING						RECEIPTS						EXPENDITURE						TOTAL COST	NUMBER OF GIRLS ATTENDING SCHOOLS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
	On 31st March					Sanskrit	Hindu	Urdu	Persian	Arabic	Sanskrit	Rs	A	P	Rs	A	P	Rs	A	P	Rs	A	P																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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High School	1	14	15.2	12.7	205	19	14																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

Orissa Division

Normal Schol-														
For Masters Under Muslim Narratives														
30	23	2	238	1	58	56	55	13	708	47	14	2	1	0
Total for Grant in Aid Schools														
C - Girls & Schools														
Schools for Boys -														
Middle Vernacular														
6	163	1	127	1	147	10	10	10	6	6	16	14	0	0
D - Pathshalas sanctioned previous to orders of 30th September 1872 and distributed by the Director, and Pathshalas added from Record Funds -														
Schools for Boys -														
Lower Vernacular														
71	1585	1586	1215	15	618	9	6	146	143	3	453	8	0	0
E - Pathshalas or other Primary Schools reported or added under orders of 30th September 1872, by the Magistrate -														
Schools for Boys -														
Lower Vernacular														
210	4450	3,975	3,400	39	398	8	9	2	40	110	5	4	209	156
Schools for Girls -														
Lower Vernacular														
2	41	32	33	4	6	11	30	11	6,000	0	0	28	0	4
Total for E Pathshalas														
212	4471	4,007	3,503	39	572	8	91	2	56	110	5	4	308	156
F - Institutions established during the year -														
(Government Institutions (A) Grant in Aid Schools (B) Pathshalas (C) Pathshalas (E))														
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Total of Abolished Schools														
371	0	11	1389	2	409	9	44	9	130	846	23	5	0	539
Grand Total														
371	0	11	1389	2	409	9	44	9	130	846	23	5	0	539
G - Ungraded -														
Schools for Boys -														
Higher Under Muslim Narratives														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Middle Vernacular														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pathshalas														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Schools for Girls -														
Native Under Muslim Narratives														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total of Ungraded Schools														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Details given
in the
Schedule

Orissa Division

Reports of Inspectors of Schools.

REMARKS BY MR. T. E. RAVENSHAW, COMMISSIONER OF ORISSA.

2. Generally education has received a vast amount of care and attention during the year, important changes have been introduced, and the system of all important education for the masses of the people has been initiated with very tolerable results. I do not personally advocate too great haste, because all experience heretofore shows that changes require to be slow to be permanent. I have not urged on District Magistrates or on District Committees the necessity for spending a certain sum of money within the year; indeed I have availed myself of the permission accorded by Government to leave a very large amount of discretion to the local officers and to the local Committees.

3. I am not generally sanguine as to the practical efficiency of Committee work. The machinery is somewhat cumbersome, and if Committees are hurried on, overridden, or driven to action, the result generally is that the Secretary or the Magistrate on whom external pressure immediately falls either insensibly or by tacit consent of the Committee usurps the entire control of business, and the individual members of the Committee cease to take active interest in its proceedings. I have myself spent many weary hours trying to explain and lead Committees to definite action without appearing to drive. I look upon this as most essential. Committees must be allowed to move deliberately, and any loss of speed is generally made up by having each point thoroughly ventilated, and allowing each member of the Committee to see and feel that he is really something more than a passive spectator.

4. I am personally responsible for the slow pace at which Cuttack Committee has moved in respect to utilization of the grant for indigenous schools, and it is as well that I explain that I have constantly urged caution in expenditure, and hesitated to act without feeling my way and allowing the Committee also to feel theirs. The result of caution has been I think to induce the native members of our Educational Committees to exhibit gradually increasing interest in their work.

5. The progress of higher education, and particularly of the Cuttack collegiate classes, has, I think, been retarded by the great demand locally for clerks, writers, accountants, school teachers, surveyors, &c. Thus inducements have been offered to half-educated boys to leave school before they had acquired a real solid foundation. This evil will correct itself in time, and as the demand for half-educated men decreases a higher standard may be looked for, and a larger number of lads may be expected to join the college classes in place of accepting minor situations.

6. Much attention has been given to bringing about a more sound and practical course of education, and some discussion has been had concerning the need of entire revision of the school course and of the text-books used. It has been remarked that the actual knowledge of English possessed by schools is not proportionate to the length of time devoted to it, and there is a growing tendency to look to the desirability of turning out a number of fairly educated good, sound, practical, and useful men, able to earn their bread in the world, rather than to the production of a few brilliant but superficial English scholars. It has been felt that such subjects as mathematics, science, history, and geography, can be perhaps better taught in the vernacular than in English, and that by this means greater prominence may be given to sound and useful vernacular education. There are drawbacks to such a system, inasmuch as good vernacular works are wanting in many subjects fit for school use. This will, however, in my opinion, be very easily met. The translation and adaptation of a set of approved English or Bengali school-books would not be a work of insuperable difficulty. The labours of the School Book Committee will, I trust, soon afford a practical and definite course of prescribed books. Their translation and adaptation into Uriya vernacular will be easily carried out.

7. At present considerable misunderstanding prevails as to the precise duties and relations of the educational inspecting staff to divisional and district officers. This requires adjustment and authoritative rules. Again the powers of local Committees are somewhat undefined, as is also the direct control over their proceedings to be exercised by Inspectors and Commissioners. These matters will probably require definite settlement.

8. Tributary *Mahal* education is already beyond the legitimate limits of the district Sub-Inspector's control, and it will probably be desirable to have a special officer whose whole time can be devoted to the work under the Tributary *Mahal* Superintendent's supervision.

9. The past year has been one of activity and progress, and I shall hope that the appointment of a Joint Inspector for the Orissa circle sanctioned after the close of the year will enable me to push on educational matters more thoroughly and systematically than heretofore. Up to date of this report the precise position and duties of the Joint Inspector and his relations to the Director, to the Inspector, Commissioner, District Committees, and Sub-Inspectors, have not been very clearly defined. The subject has many difficulties, and the only effectual step which will be one in the right direction will be to create Orissa circle as an independent office under a separate Inspector. The wants and requirements of the province necessitate the constant presence of an Inspector on the spot. By no sort of contrivance can one Inspector even with aid of a Joint do justice to two such large and important divisions as Burdwan and Orissa.

Orissa Division—Cuttack.

CUTTACK DISTRICT.

The following table shows the position of the Cuttack schools with reference to the number of masters employed, attendance, and the expenditure of each school. There has been an increase of seven schools over last year, but there is a decrease of 118 pupils. In the attendance at middle class English schools there has been a marked increase.

SCHOOLS.	Number of schools.	Number of masters.	Amount of fees realized.	Amount of Government grant.	Amount of subscriptions.	Total outlay on the schools.	Number of scholars at the close of year.	Average monthly attendance.
			Rs.	Rs.	Rs.	Rs.		
High School	1	10	3,828	9,325	...	12,647	205	148
Law Class attached	1	1	215	83	...	298	2	..
Middle English, aided	9	36	1,983	2,808	4,401	8,903	629	525
Middle Vernacular, Government	4	6	481	781	22	871	159	150
Lower Vernacular, Government*	1	...	31	...	...	.....	41	31
Middle Vernacular, aided	6	13	206	720	633	1,597	202	158
Primary Schools, aided	17	17	359	968	12	1,340	400	345
Primary Schools, unaided	9	9	119	...	3	122	208	163
Normal School	1	8	...	9,595	..	9,595	101	106
Girls' Schools, aided, for Natives	2	37	...	1,860	1,860	3,720	439	410
„ aided, for Europeans	1	2	188	848	455	1,505	33	25
„ unaided, for Natives	1	1	...	...	183	153	16	7
Total	53	140	7,410	26,991	7,569	40,811	2,435	2,068

* Attached to the normal school.

Of the indigenous schools I have received no returns from the Deputy Inspector, but I imagine they are not fewer than they were last year; for whilst in Cuttack the Deputy Inspector informed me that in anticipation of assistance being given, primary schools were reported in all directions.

THE CUTTACK HIGH SCHOOL (a).—This school includes three departments,—the college, the law school, and the zilla school. The students on the rolls on the 31st of March were 14, 2, and 191, respectively. The fees levied in the first two schools are Rs. 4 and Rs. 5, those in zilla school vary from Rs. 3 to Re. 1. The school is not so numerously attended as it should be, but this is to a great extent owing to the immediate proximity of the Anglo-Urdu aided school. At the last examination of the Calcutta University for the First Arts degree five candidates appeared, of whom one only passed in the second division and obtained a senior scholarship. Two others passed in all other subjects except English, in which branch there appears to have been a general failure in all affiliated colleges and schools. Of the 14 students now studying in the college classes, 5 are Uriyas, one of whom is a Brahman, 8 Bengalis, and 1 Muhammadan.

In connection with the college classes the Maharaja of Dhenkanal has founded three scholarships (b) tenable by Uriya lads who have passed the matriculation examination of the Calcutta University, and since the expiration of the year the District Committee have invested the Mayo Memorial Fund (c), amounting to about Rs. 14,000, in Government securities, and have devoted the interest to founding one scholarship of Rs. 30 per mensem and two of Rs. 20 per mensem, to be held by senior scholars of the Calcutta University to enable natives of Orissa to pursue their studies to the degrees of B.A. and M.A.

(a) This school is doing very well.—Commissioner.

(b) These scholarships have now been some years in existence, and are invaluable incentives to education.—Commissioner.

(c) This is a permanent foundation. The result of subscriptions by Rajas and zemindars of Orissa, who were assembled to meet the late Viceroy in Cuttack, and hearing of his death, they voluntarily raised this sum to perpetuate his memory. It will be a lasting and fruitful source of progress.—Commissioner.

Reports of Inspectors of Schools.

The law class (a) is very poorly attended. The previous year it was attended by eight students only. In the year of report the attendance appears to have never been more than three. The fees amounted to Rs. 215 only. The law lecturer is now paid by fees only; for two months he drew a salary because the orders of Government for a reduction of establishment were not received at the commencement of the year. One student from this class obtained last year a certificate as Licentiate in Law at the B.L. examination, another passed the local examination of junior pleaders.

THE ZILLA SCHOOL. (b).—This is attended by 191 pupils, of whom 112 are Bengalis, 2 Beharis, 5 Eurasians, and 72 Uriyas. Of the Uriyas 59 are Hindus, 4 Muhammadans, and 7 Christians. The majority of the Bengalis are not the sons of temporary residents; their families are domiciled in Orissa. Of the Uriyas 8 are Brahmans, 37 are Kayasthas. The income of the school from fees was Rs. 3,075, against Rs. 2,764 last year. The cost to Government of educating each pupil was Rs. 20-14, against Rs. 30 last year. This is due to an increase in the number of pupils. The result of the University Entrance Examination was satisfactory. There were 7 candidates, 6 passed.

The head-master, Babu Chandi Charan Chaturji, is spoken highly of in Cuttack; he discharges his duties well. The second master and survey master will have to work hard to qualify their pupils for examination next autumn.

MIDDLE CLASS ENGLISH SCHOOLS.—There are nine aided schools (c) situated at Jajpur, Kendrapara, Jagatsinghpur, Srikrishnapur, Korangsasun; four are situated in the town of Cuttack, namely, the Anglo-Urdu school—so called because Urdu used to be taught,—the Cuttack mission school, the Roman Catholic school, and the school attached to the Male Orphanage. The last is a lower class school. During the past year there has been a great increase in the attendance of these schools. The Anglo-Urdu school has greatly increased since the appointment of a new head-master. The Roman Catholic school is a very numerous attended institution; it is attended by both girls and boys. The Korangsasun school is badly situated; it is supported by Chaudhuri Bishnunath Das. There is no demand for English education in the vicinity of the school. The Jajpur school have fallen off owing to some mismanagement. The Deputy Magistrate, Babu Ambika Charan Ray Chaudhuri, has taken up the management of it. The Kendrapara school has greatly improved under its new head-master, Babu Raghunath Ghosh. The Jagatsinghpur is badly off for a head master. There is in fact no head-master; the officiating incumbent is incompetent (d). The English education imparted is of the worst description; the funds at the disposal of the Committee are too small to allow them to pay competent teachers. The cost of the education of each pupil in these schools is Rs. 14-1; the cost to the State being Rs. 4-8-7. The schools are attended by 322 Hindus, 16 Muhammadans, and 261 Christians.

MIDDLE CLASS VERNACULAR SCHOOLS.—There are four middle class Government vernacular schools; one lower class Government school. The last is the model pathshala attached to the normal school of Cuttack, and is an excellent institution. Instruction is given in it by the pupil teachers. The attendance was 41. The Cuttack model school has fallen off much since Bengali was discontinued in it (e). It used to number 96 pupils, it has now fallen off to 54. This school did admirably at the last vernacular scholarship examination. The other schools are situated in the mofussil. The attendance in none of these schools is large. Besides the above there were six aided vernacular schools, with an attendance of 202 pupils. The Champapur school was closed because the people of the neighbourhood neglected to support it. The Kuraya and Tarakot schools have been injured by the dissensions of the managers. The Krishnanandpur school, situated amidst a large Muhammadan community, suffered in consequence of the illness of the secretary and manager (f).

PRIMARY SCHOOLS.—There was no addition to these schools last year; they were 17 in number, attended by 400 pupils. The trained teachers each receive Rs. 5 from Government. The cost of these schools to the State was Rs. 962; Rs. 357 only was collected in fees. Of the students 361 were Hindus, and 39 Muhammadans.

GIRLS' SCHOOLS.—There has been a small falling off in these schools owing to the marriage of many of the orphan girls taught in the mission schools by Mrs. Buckley and her assistants. There is an unaided school managed by natives in the town of Cuttack; it was established last year. The average attendance was seven only; the cost of each pupil was

(a) This class has fallen off, and is not popular, the lectures have not been first-rate, and the practical good obtained little. It affords a stepping stone to a certificate, and attendance at lectures has the same legal effect as eating dinners at the English Inns of Court.—Commissioner.

(b) This school is good and getting on well.—Commissioner.

(c) These schools vary considerably; where there are good masters and earnest supporters, they do well. I am constantly looking after them. I look on them as essential feeders to the zilla and high school.—Commissioner.

(d) I shall see that a good master is procured, and this school worked up to better standard.—Commissioner.

(e) I don't think abolition of Bengali has anything to do with the falling off.—Commissioner.

(f) These are contingencies I shall hope in future to obviate by closer and more constant inspection. There is an innate tendency in Orissa for everything to lapse into discord and inefficiency, which can only be counteracted by constant supervision.—Commissioner.

Orissa Division—Cuttack.

Rs. 9-9 per mensem. In Cuttack the promoters of female education have very much to contend with. It is probable, however, the effects of the female education imparted in the mission schools may make themselves gradually felt throughout the country (*a*). Uriya women are socially worse off than their sisters of Bengal and Upper India, and probably will remain so until the male population has been partially educated. The lower classes are more favorable to female education than the higher. The missionaries prefer settling their wards comfortably in life to making them pioneers of education throughout the country. The two girls' schools contain 439 pupils, who cost Government about Rs. 4 each. They are institutions which redound to the credit of the managers.

THE CHRISTIAN GIRLS' SCHOOL.—This school is chiefly frequented by European and Eurasian children. The instruction is expensive, but the children are well taught (*b*). The Roman Catholic mission has opened a girls' school, but no details of it have been supplied to me. When I was in Cuttack the school was closed for the holidays (*c*).

NORMAL SCHOOL (*d*).—This institution was first founded in 1869; modifications were subsequently made. It consists of two training departments for teachers of middle class and primary schools, and two model schools for the benefit of the pupil-teachers. The institution is managed by nine masters. Admissions to it are made annually after an elementary examination. The pupil-teachers of the higher grade complete their course of training in three years; village abadhans are trained in one year. In the pandit training department there are fifty stipendiary pupils—

		Rs.	Rs.
8	monthly stipends of	5	= 40
20	" "	4	= 80
22	" "	3	= 66

Besides these there are eight holders of vernacular scholarships studying in the school. These students are distributed amongst the three years in the following way:—

3rd year class	...	...	13 students.
2nd "	...	...	20 "
1st "	...	...	25 "

The attendance is very good. Of the above 56 are Hindus, and 2 Muhammadans; all are domiciled in Orissa.

The course of instruction in the third year is Uriya literature and grammar, geography, history, mathematics, mensuration, and surveying, calligraphy, physics, art of teaching, and accounts. The examination last year was conducted by a number of gentlemen of Cuttack. 24 students appeared at it; 22 received teachers' certificates. None of these have yet obtained employment. Instruction in the above school in physics and surveying is practical, the pupils being taken into the field in parties of six. Experimental illustrations of physics are given by the Superintendent.

In the guru training department there are 43 pupils, 17 stipends being vacant. Admissions have been delayed in order to allow the vacancies to be filled up by abadhans of village schools in the mofussil. The Superintendent recommends the admission of nayaks and mohantas; no examination for admission is now held. Admissions were all made by order of the Magistrate. The course of instruction given in the school is the same as that prescribed for the primary scholarship examination.

The Superintendent is of opinion that the standard of training should be higher, and the course of instruction protracted throughout a whole year; but in this opinion I do not concur. There is a great danger in training these village teachers to something higher than their profession.

Forty-nine candidates appeared at the last examination, and forty passed and received teacher's certificates; 5 belonged to the Balasore district, 24 to Cuttack, 10 to Puri, 1 to Churjat. Eight passed students have already obtained employment.

The boarding-house attached to the institution is in good repair, and is cleanly and neatly kept; it affords accommodation to 24 pupils. The general health was good, except in October and November last, when almost all the pupils suffered from dengue.

(*a*) I have every hope that the introduction of a number of well-educated and trained girls into the villages and rural districts of Orissa will have a great effect on the future of female education. The girls turned out of the mission schools are eminently practical housewives, as well as tolerable scholars. Their moral training has been unexceptionable.—Commissioner

(*b*) I am not satisfied. A recent inspection of this school shows that the education is faulty, and attendance bad. It needs the special care and attention of the chaplain and of the European residents.—Commissioner

(*c*) I have not seen this school, but as it is managed by two European ladies, nuns attached to the Roman Catholic Mission I have reason to believe it is well managed, and the educational advantages offered superior.—Commissioner

(*d*) This institution is well managed and prosperous. I look to it as the foundation of our supply of good teachers for primary schools. The class of teachers turned out have been very superior. The institution is very popular, and the education given thorough and practical in all departments. The superintendent is a man worth his weight in gold.—Commissioner

Reports of Inspectors of Schools.

BALASORE DISTRICT.

The annexed statement given in abstract contains various interesting details respecting the schools of Balasore. Comparing it with the reports of last year, it will be found that there has been a small increase in the number of aided institutions apart from indigenous schools. In 1871-72 there were 43 institutions attended by 1,631 pupils; last year there were 46 institutions attended by 1,433 pupils. The falling off is not accounted by the Deputy Inspector very clearly. He says, however, "The year under report was one of prosperity; there are counteracting causes which affected the interests of education to a remarkable extent,—I mean the cyclone and the dengue." The former appears to have destroyed the school buildings, the latter incapacitated the pupils from attendance.

SCHOOLS	Number of schools	Number of masters	Fees	Government grant	Subscriptions.	Total outlay on the schools	Number of scholars	Average monthly attendance.
			Rs.	Rs.	Rs.	Rs.		
Hughes English, Government	1	6	1,156	2 516		3,072	103	
Middle English, aided	2	7	280	864	1,522	3,137	94	74
Middle Vernacular, Government	3	6	107	760	140	1 018	113	87
Middle Vernacular, aided	6	35	675	1 183	876	2 727	278	199
Primary Schools, aided	172	160	279	2 208	582	3,128	3,474	2,634
Normal School	1			630	630	1,200	58	56
Girls' Schools for Natives, aided	3		235	774	1,773	2 782	117	77
Balasore Zenana Association	1		56	228	406	684	109	68
Total	189		2,792	9,211	5,909	18,104	4,446	3,260

The cost of education in Balasore was Rs. 18,408, against Rs. 15,596 of the previous year. Of this the people contributed Rs. 8,751, against Rs. 9,292. The falling off is chiefly apparent in the zilla school and the middle class English schools.

GOVERNMENT ZILLA SCHOOL.—Of the financial position of this school I have had many complaints, which I fail to understand. In the previous year the establishment was the same as for the year under report; the attendance was 118, against 103 of the past year; the expenditure was only Rs. 3,334, whilst this year it has been Rs. 3,672 (*a*). During the past year there was a great falling off in attendance in the months of September, October, November, and December on account of the dengue fever, and partly on account of the cheap tuition obtainable at the Catholic institution (*b*). The average attendance was only 74; 60 per cent. of the pupils were relatives of Government servants, 35 per cent. traders. At the end of the year, of the 103 pupils on the rolls 98 were Hindus, 4 Muhammadans, and 1 Christian. The cost of the tuition of each boy was Rs. 38-10-4, of which the State paid Rs. 26-7-9. Five boys appeared at the University Entrance Examination; three passed; all obtained scholarships. The library was much damaged by the cyclone of 1872. Of 1,338 books, 51 were blown away, and 235 injured. Rs. 200 has been expended to restore the library to its former state.

MIDDLE CLASS ENGLISH SCHOOLS.—These are but two in number; they are situated in Bhadrak and Lokhyanath. The former sits in a very commodious building, and is reported by the district Magistrate to be very flourishing (*c*). The school-house has lately been repaired efficiently and well. One pupil only appeared for the minor scholarship examination, and was successful. The masters are reported idle and indifferent (*d*). The head pandit is said to be inefficient and idle. Under these circumstances it is difficult to understand how the school can flourish. Eleven Muhammadan boys attend the School; the Secretary is a Muhammadan. In the second school the teachers are spoken of as competent and painstaking; the pupils appear to have made fair progress. Education at these schools costs Rs. 27-7-9 for each pupil, of which Government paid Rs. 8-4. Their attendance was 94; their total cost Rs. 3,136, or nearly as much as the zilla school. The repairs of the Bhadrak school-house account for this high average.

(a) It has exceeded its income, for the Government allotment was Rs. 2,100, and Rs. 2,516 was drawn from Government.—Commissioner.

(b) The real secret of the falling off of this school was, I think, due to want of really good earnest masters. A change is now being made, which will, I trust, result in the standard of this school being improved, and its being brought more into favour with the Uryia residents.—Commissioner.

(c) The Bhadrak school I have seen. It is recently rebuilt, and is well cared for by the local Assistant Magistrate, and by an energetic committee.—Commissioner.

(d) I think the Magistrate has taken a rather unfavorable view, but he may be correct, as my visit was now nearly a year ago.—Commissioner.

Orissa Division—Balasore.

VERNACULAR SCHOOLS OF THE MIDDLE CLASS.—Of these there are ten in all, of which six are aided and three supported by Government, and one is unaided, being entirely supported by the Roman Catholic Missionary, Father Sapart. The Barabati school is reported to have been the best of these, but Father Sapart has established a rival institution and damaged it much. The head-master, Babu Kartik Chandra Chakravarti, is highly spoken of. The school-house was greatly damaged in the cyclone, and an extra grant of Rs. 60 was sanctioned for its repair.

The Balasore mission school has suffered much by the death of Mr. Smith, and the resignation of Fakir Mahan Senapati, who appears to have been a good master and scholar. In the school of Bansdiha, which is supported by Chaudhuri Surendra Narayan Ray, boys and girls are taught together (a). The manager boards and lodges many of the scholars. The school appears favorably situated and popular, although the masters were said to be indifferent. The Dolesahi school is supported from the Nayanand Khas Mehal Fund. The school is reported to be very popular and flourishing. An abadhan has been appointed to assist in the school, and the popularity of the measure has benefitted the school. The Sora school is not well attended; this is attributed to the apathy of the people. The other schools do not require notice. They did creditably at the vernacular scholarship examination; the average attendance appears good. Out of 391 boys, 19 only are Muhammadans. The cost of tuition was Rs. 9-10, of which the State paid about Rs. 5. The Santipur normal school (b) was under the management of the Rev. J. Phillips of the American Free Baptist Mission. In the report of the mission for the past year the pupils on the rolls of the school are given as 80, with an average attendance throughout the year of 58; all of them are either Santhals or Uriyas. They are trained in the Santhali, Uriya, and Bengali languages; four only are Christians. The school was established in 1868. The cost of the school was Rs. 1,260 only. Each pupil cost Rs. 21-11-7, of which the State paid half. The reverend missionary speaks rather gloomily of his past labour on behalf of female education. He says—"Of five girls who have passed through the school and obtained certificates, only one continues to teach. Intemperance, poverty, gross superstition, indifference, and even a contempt for learning, have still to be encountered in our efforts to promote education (c)." In another place he says—"Thus far Santhal girls on leaving school fall back on a level with the mass of Santhal women, and appear to make little or no effort to utilize their knowledge."

MISSION VILLAGE SCHOOLS.—Of these the same reverend missionary speaks thus—"Fear of witches prevents children of different villages from attending the same school. We have at present 14 Santhal schools with an aggregate of only 150 pupils; one of these is on the border of Midnapur, amidst a more appreciative people, where both the school is highly prized, and a desire to learn and know the truth is manifest."

GIRLS' SCHOOLS (d).—Of these there are four in Balasore: two under missionary bodies, one under native managers, and one under the Zenana Association. The first two are the Balasore convent girls' school and the Jelasore Female Orphanage. The girls of the convent school are mostly Christians. They are said to be in every way superior to the other scholars; they excel in needle work, and are taught English. They pay fees of 1 rupee to 8 annas. The number on the roll was 41 at the commencement of the year. The tuition of each costs Rs. 58, of which the State pays Rs. 12. The Jelasore Orphanage is managed by Miss Crawford of the American Free Baptist Mission. This school numbers 43 pupils. As the orphans become of age they are married off. Eleven were married last year. There appears to be a kindly feeling between the pupils of this orphanage and their benighted Santhali kindred. The ex-students of the school have established seven or eight village schools, in which girls and boys are taught. The District Magistrate speaks very highly of this institution:—"The building is large and clean, the girls are well educated and trained both in school and out of it. There is no doubt that the moral effect of Miss Crawford's teaching will be felt all over the province (e). Several of her girls have been married to Christian orphans from the Balasore orphanage, and have settled in the south of the district. Their cleanness, industry, and intelligence, are in marked contrast to the native females in the surrounding villages." Besides the Balasore vernacular school, which is largely attended by the inmates of the male orphanage as well as those natives who care to attend, besides the industrial school in which the inmates of the orphanage learn handicrafts (f) and the management of outlying Christian settlements, Mrs. Smith uses all her influence to promote female education. She reports that "the more intelligent native gentlemen are becoming gradually more interested in female education, and from these men we have received much encouragement in the work. * * * In Bhadrak the native gentlemen have supported their own teachers, and are in this respect in advance of Balasore."

(a) This is a very excellent school, and its management most creditable to the zemindar.—Commissioner.

(b) This is an excellent school, and well cared for by Mr. Phillips.—Commissioner.

(c) This is disappointing; the motto applicable is "persevere."—Commissioner.

(d) I visited all these schools during the year; they all show hopeful progress.—Commissioner.

(e) Nothing can exceed the excellent arrangements and the motherly care and attention of Miss Crawford.—Commissioner.

(f) This is a very important appendage to the orphanage. Many of the boys are excellent workmen, and learn to use their hands as well as their heads.—Commissioner.

Reports of Inspectors of Schools.

Before dismissing this subject it is worthy of remark that the most important institution under this head is the Hindu girls' school under native management; it is attended by 33 pupils. The encouragement it meets is small, and there appears to be some difficulty about good Uriya school-books (*a*). The girls leave the school very young. It is however something that a commencement of female education under native management has been made. I think it is bad policy giving free tuition; some fee should be charged, however small; for natives as well as others are induced to value lightly which they obtain easily. One of the chief drawbacks to female education in Orissa, as elsewhere, is the want of proper accommodation and the want of sympathy with the movement felt by the whole female community of mature age, who rule the interior of each household with despotic power. The Deputy Inspector complains that there are some obstacles in the way of primary education, which will have to be overcome before any tangible fruits result from the system. They are, he says—

- (1) The abadhans' ignorance of the mode of teaching (*b*);
- (2) The tendency in the people to evade the conditions of the grant (*c*);
- (3) The want of good cheap class-books for pathshalas (*d*);
- (4) The inadequacy of the inspecting staff (*e*).

He estimates that he requires 96 days of the year for station duties. He deducts six weeks on account of holidays, and leaves himself 220 days for inspection duty. He says he can pay only 220 visits annually. I mention this somewhat uninteresting subject, because it has appeared to me that Deputy and Sub-Inspectors spend a great deal too much time about what they call office work. The holidays, it is true, are not the time for inspecting schools, but holidays should be utilized for office work. All schools are not closed at the same time, nor is the duty of a Deputy Inspector the examination of schools only. Inquiries can be as easily made into the circumstances connected with unsuccessful schools and incompetent masters during the holidays as at any other time. That office work should take each principal Deputy Inspector 96 days a year, would lead one to infer that the Inspector has had more than two years' work to do each year (*f*). Both District Magistrates and Deputy Inspectors require instructions on this point and a code of rules for their guidance.

(*a*) What we want in Orissa is a recognized course of suitable books for all classes of schools. The subject is receiving attention.—Commissioner

(*b*) Send them to the normal schools.—Commissioner

(*c*) This is a matter requiring careful handling, we must not subsidize too freely.—Commissioner

(*d*) A great want which has been above noticed, and will receive attention.—Commissioner

(*e*) The recent addition of Sub-Inspectors should suffice.—Commissioner

(*f*) There is a growing tendency to call for reports, tables, statistics, accounts, and all sorts of information, the value of which is small and the work great. I should like to see all returns abolished and nothing required of inspecting officers but diaries and special notices of points demanding attention.

The sheets of returns and statistics sent in require time, and omission to render returns is treated as a very serious offence, and the real work is not unfrequently made subordinate to the unreal.—Commissioner

Orissa Division—Puri.

PURI DISTRICT

Education is more backward in Puri than any other part of Orissa. This probably is as much owing to its situation as to the extremely bigoted and conservative notions of the population, who are caste-ridden and priest-ridden to an extent unknown in Bengal. Village schools and primary pathshalas are numerous, but the people appear jealous of Government interference; this is very difficult to understand. They cry out for money, but will not allow the slightest interference in their method of spending it. The tender of money and advice is said to excite suspicion. The abadhans of some village schools, who allow their institutions to be inspected, are said to have been expelled from their offices as of doubtful morality (a). The annexed table gives the present state of education in Puri :—

	Number of schools.	Number of masters	Amount of fees realized.	Amount of Government grant.	Amount of subscriptions.	Total outlay on the school.	Number of scholars at the end of the year.	Average monthly attendance.
			Rs.	Rs.	Rs.	Rs.		
Higher Class English School, Government	1	6	1,418	2,194	..	3,612	111	73
Middle Class English School, aided ..	1	3	60	382	165	607	28	19
Middle Vernacular, Government ...	8	15	80	1,967	51	2,098	196	162
Lower Vernacular, Government ...	2	2	15	120	18	253	38	28
Middle Vernacular, aided ..	4	9	123	570	563	1,256	120	98
Middle Sanskrit, unaided	1	2	..	..	655	655	45	27
Lower Vernacular, aided	3	7	..	1,260	1,358	2,618	266	215
Primary Schools, aided ..	56	56	103	1,678	311	2,126	1,832	1,609
Circle Schools, aided	6	8	..	696	11	710	163	122
Total	112	138	1,838	8,867	3,201	13,867	2,802	1,378

ZILLA SCHOOL.—This school at the end of the year contained 111 pupils, against 112 at the commencement. Its income from fees and fines was Rs. 1,418, against Rs. 1,482. The decrease is said to be owing to the prevalence of fever last year. The school-house has been now quite completed for school purposes, and is a commodious building. It would, however, be improved if the side rooms were roofed in (b). Gymnastics have not been introduced into the school. The head-master has very properly undertaken the surveying classes (c), and has discharged his duty well. Last October three pupils went up for the University Matriculation, and two passed. Of the pupils frequenting the school, 37 are Bengalis, 69 Uriyas, 3 Muhammadans, and 5 of doubtful persuasion. The masters and pupils suffer a great deal from fever, which causes the attendance to be somewhat irregular (d).

MIDDLE CLASS SCHOOLS.—During the past year these schools have been doing somewhat better than in previous years; several changes have taken place in the staff of teachers, and benefit has resulted from the change. Many of the old teachers were unfit to teach the minor and vernacular scholarship course. The Sub-Inspector recommends that those who have not been removed from employment should be compelled to polish up their learning at the Cuttack normal school (e).

The only middle class English school is that at Khurda (f). The pupils are few, but they are well taught. The attendance at the end of the year was 28. The cost of each pupil was Rs. 21, of which the State paid Rs. 13. The finances of the school are reported to be in a low condition. Considering the cost of tuition, I do not think this wonderful. Three masters are

(a) The subject I have noted above, and it is one requiring very careful and cautious management.—Commissioner

(b) A special reference regarding completion of the building has been made; it is very necessary.—Commissioner

(c) When I last visited the school in May, there was a great want of drawing instruments and materials, and what was being taught was theoretical only. Application has been made for instruments.—Commissioner

(d) I understand that much of the irregularity was caused by frequent pujas and festivals, which are a fertile excuse for absence. Pooree is not more feverish than other parts of the country.—Commissioner

(e) Constant attention is being given to improvement in the teaching staff.—Commissioner

(f) This school is an important one. I am very anxious to maintain it, as it is situated in an important Government estate. The people are generally not well off, and subscriptions are with difficulty realized. I am now in correspondence with the local Committee regarding improvements and changes projected.—Commissioner

Reports of Inspectors of Schools.

employed where one English master and a pandit would be ample. One pupil from this school did exceedingly well in the minor scholarship examination last October. The building recently erected by Mr. Taylor is a large bungalow, within which the English school, the model vernacular school, and the primary school, sit. Mr. Taylor subscribed largely towards the erection of it.

There are 13 middle class vernacular schools in the district; of these 8 are Government schools, 4 aided, and 1 unaided. They are attended by 524 pupils, of whom 24 only are Mahammadans. They cost Rs. 4,700. The average cost of each pupil was about Rs. 9, of which the State paid about Rs. 6. Although there are schools in the district in which Sanskrit is taught, the Deputy Inspector has only furnished returns of the Sanskrit school of the Maharaja of Bulhampur, known as the Puri Sanskrit School (a). The Maharaja endowed the school with Rs. 5,500, invested in Government promissory notes. A school-room was erected in 1870. 15 pupils, chiefly Brahmans, receive instruction in the school; they are also maintained. It is said that this school was the first attempt made to educate the Puri Brahmans, and before the establishment of the school there was not a Brahman in the English school. The income from fees in these schools is a little over Rs. 200. Of the four schools of this class I have been able to visit, the Khurda school is far the best.

LOWER CLASS SCHOOLS.—Of these there are three, managed by the missionaries of Pipli, frequented by 110 boys and 156 girls; and two lower class schools supported by Government, attended by 38 pupils only, at Padampur and Alaidili. The missionary institutions were visited by me and appeared to be far the most efficient and important institutions in Puri. The schools belong to the orphanage, attached to which is one English school, in which the pupils showed remarkable intelligence (b). Two vernacular schools for boys, and one vernacular school for girls, a school of industry, and one English class for girls. The cost of each pupil is Rs. 9-8, of which the State pays about Rs. 4. Of the pupils attending these schools 255 are Christians.

Of primary schools I have already spoken in my general remarks; it will be unnecessary to reiterate what I have already said. Of female education little can be said. The orphan girls of Pipli receive an excellent training. As soon as they are old enough they are married to the Christian settlers at Baclayada, about seven miles west of Pipli (c).

In the Tributary Mehals there are 19 vernacular schools, eight middle class vernacular supported by Government, eight improved pathshalas in Dhenkul, two middle class vernacular schools unaided, and one lower class unaided (d).

These were all under the inspection of the Deputy Inspector of Cuttack until the whole of his time was taken up at head-quarters in organizing primary education, since which time it would appear that the Superintendent of the Tributary Mehals has managed the schools and supervised expenditure. The school of Bisiparah in the Khanda mehals, some two or three hundred miles from Puri, has not been returned. The Dhenkanal school is entered as a vernacular school, attached to it is an English class, in order to enable boys who pass the vernacular scholarship examination to proceed to an English school of the higher class. The 19 schools are distributed as follows (e):—

Banki, 2	...	...	...	...	100	pupils.
Augul, 6	...	...	...	...	167	„
Dhenkanal, 10	...	...	...	...	321	„
Atgurn, 1	...	...	...	...	41	„
Total					632	„

(a) This Sanskrit school is a most important institution, it has already done much good, and is attracting the ignorant Brahman class, who so much need the light of education. The Maharaja's annual donation has been regularly paid, and he is still holding out hopes of increasing the permanent endowment.

The pandit of this school, an advanced and liberal scholar, Hari Hara Das, has undertaken a mission to collect subscriptions throughout India, in order to raise the present Sanskrit school into a permanently endowed college. His idea is that the chief seat of the Hindu religion, Puri, should also be the centre of learning. He is very likely to succeed. I hear from him occasionally.—Commissioner.

(b) These orphan schools are as well managed as the similar institutions in Balasore and Cuttack, and are models of industry, neatness, and efficiency.—Commissioner.

(c) In addition to the settlement mentioned by the Inspector, another has recently been established at Minchin, Patna, in Khurda estate, which bids fair to turn out very successful.

(d) I have given in my political report on the Tributary States a full account of educational progress during the year. I have before said, and here repeat, that I am of opinion that Tributary Mehal education should be entirely removed from direct control of the Education Department and left to the Superintendent of Tributary Mehals, on whose personal influence and support very much depends. The progress made is encouraging, and indicates promising prospects for the future.

(e) There are schools of more or less efficiency at each of the Tributary Raja's head-quarters. The Maharaja of Dhenkanal and the Raja of Keonjhar have been conspicuous for the support of education. I have personally visited most of the Tributary Mehal schools during the year. The chief want is better masters, as with the exception of the head-master of Ungul, Charchika, and Subarnpur schools, the rest are indifferent.

A remarkable move in relation to education has been made among the wild tribes of the Khond Hills. These people have submitted of their own wish and of their own motion to a tax on grog-shops, the proceeds of which are devoted to establishment of schools. The tax has been realized without difficulty, and a number of schools have been established. The school-houses have been built, and are maintained by the people themselves.

Orissa Division—Puri.

One school was abolished, namely the Paktinga school in Angul. The school-house was burnt down and the school removed to Mohindar. The total expenditure on account of these schools was Rs. 4,424, of which the State paid Rs. 2,513. There has been a considerable improvement in attendance of the pupils; 623 Hindus, 4 Muhammadans, 1 Christian, and 4 of other religious aborigines, called Patwas. Of the Hindus all but one were Uriyas. Of the castes Brahmans largely preponderate.

These schools sent up 11 candidates for the vernacular scholarship examination, of whom 6 passed; 2 in the 1st division, and 4 in the 2nd division. The candidates all came from Charchika, Subanpur, and Dhenkanal.

The inspection of the Angul schools is managed by the head-master of the Purnagarh school. The Dhenkanal Maharaja is doing his best on behalf of education.

In conclusion I beg to state that I have purposely abstained from embodying in this report anything on the subject of school-books and literature, for the School Book Committee's proceedings are not yet completed, and it will be well to defer proceedings in the matter of school-books until the best information on the subject is published. With reference to Uriya translations and compilations, I hope to submit some suggestions in the course of two or three days.

Bhagalpur Division—Bhagalpur.

FROM THE REPORT OF MR. S W FALLON, PH D, INSPECTOR OF SCHOOLS, BEHAR CIRCLE

BHAGALPUR DISTRICT.

The number of schools of each class, the number of pupils in attendance, the languages taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year, are exhibited in the subjoined table

CLASS OF SCHOOLS	NUMBER OF PUPILS ON THE ROLLS		Sum of the ages of all the pupils on the 31st March	Average age of pupils on the 31st March	PUPILS LEARNING					RECEIPTS FROM			COST OF EDUCATING EACH PUPIL		Number of schools as boys		
	On 31st March	Monthly average			English	Bengali	Hindi	Persian	Hindustani	Government grant for the year	Government	Fees and fines	Other sources	Total		Expenditure	
Higher Schools	1	386	570.4	312.4	5 279 5	13.7	386	26	291	43	3 000	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
Middle Schools	7	390	306.84	262.13	3338	11.13	33		299	119	1 843	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
	2	48	51.3	34.1	541	11.27	4										
	4	160	140.48	108.36	1,747	10.41	101	7	146	15	1 032	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
Primary Schools	79	836															
	111	2,290															
Normal Schools	1	20	18.2	17.4	437	21.45			20	20	3 180	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
	1	12	10.3	9.25	79	6.58			12	12							

Reports of Inspectors of Schools.

According to the census the area of this district is 4,327 square miles, and the population 1,826,290; Hindus 1,639,949, Muhammadans 169,426. Of this number, 4,062, or under one-fourth per cent., were under instruction at the close of the official year for which we have statistics—3,573 Hindus and 488 Muhammadans.

PRIMARY SCHOOLS—MAGISTRATE'S REPORT.—The Magistrate-Collector, Mr. V. T. Taylor, reports.—

"In the sadr sub-division, consisting of four *thanas*, there were said to have been at the time the census was taken, some 129 pathsalas; but at the time the new pathsalas were started, only 72 pathsalas and 7 *maktabs* were found as actually existing. Of the number of new pathsalas sanctioned a careful list was prepared in which I proposed to establish 56 schools—9 of the original 35 grants, and the rest out of the 180. The work was made over to Deputy Magistrate, Babu Prán Chandra Niyogi, who was directed to go with the Deputy Inspector of Schools and establish the pathsalas in the villages selected. He was directed, moreover, to prepare a register, *thana by thana*, in the following form, to enable me to see how matters progressed.

"It is gratifying to know that all these 56 schools were established, the only difficulty being* in the matter of gurus. The zemindars came forward and gave houses in all the villages in which the schools were to be established for the use of the boys, and in many instances the boys' parents consented to increase the Government grant to the gurus either in kind or in money.

"All these schools were in existence at the close of the year, excepting three; these three were closed because the parents† would not allow their boys to attend them, and I had no power to compel them. 2,280 boys attend in 56 pathsalas.

"Prompt payment of the gurus' fees" was especially attended to, "and all have been paid up to the end of March.

"There was no difficulty in getting the gurus to send in a *mashkavar* or monthly statement of boys attending the school, and on the first occasion their pay was sent to each *thana* and distributed personally by the police, who were able to see that the schools were in existence. Afterwards many gurus went, when directed, to the police station and took their pay, proper receipts being taken on all occasions. As long as this is done, and the pathsalas constantly visited, I have no fear of any retrogression.

"The Deputy Magistrate (Babu Prán Chandra Niyogi) and the Deputy Inspector deserve credit for their tact, and for having been able to overcome the prejudices of the people, and carefully explaining to the villages the object of Government and the benefit to be derived from education. The Deputy Inspector alludes in his report to some of the delusions|| of, and fears expressed by, the people as to the motives of Government in the matter, but nothing of any novelty or importance can be set agoing without some such fancies, real or imaginary, on the part of the people. A step in the direction of education will, however, soon cause these rumours to disappear.

"At the time of the census 164 schools were said to exist in this sub-division, most of which were still in existence. Forty-eight aided pathsalas were allotted to this sub-division, and all were established by the sub-divisional officer, Maulvi Muhammad Ishaq, and the Sub-Inspector, Gunpat Lal.

"The number of pupils attending, or likely to attend, each pathsala exceeds those for the sadr sub-division.

"The Deputy Magistrate was very energetic, and I could not have wished for a better man for the work. He thoroughly explained the object of Government, and was most successful in obtaining promises of pecuniary assistance to the gurus from the zemindars and others."

Owing to the bad health of the Sub-Inspector, and the circumstance of his having been sent in the first instance to the sub-division of Supuli, the work of establishing aided pathsalas commenced late in this sub-division. "Mr. Martin, however, set to work as soon as he received his orders."

Of the 38 schools allotted to this sub-division, 17 had been established up to the date of the Magistrate's report.||

Gurus are scarce in this sub-division. "Four gurus were despatched to the Deputy Magistrate of Muddehpura by the Deputy Inspector, exclusive of the three referred to by the Deputy Magistrate of Muddehpura in his letter.

* The question of the appointment of gurus has been noticed in my general remarks.—Commissioner

† The assistance afforded here by the zemindars reflects credit on the district and educational officers, employed in carrying out the pathsala measures, and it contrasts favorably with the results obtained elsewhere in the same direction.—Commissioner

‡ It should have been stated clearly why "parents would not allow their boys to attend" in the case of 3 pathsalas only. I have directed the Deputy Inspector to explain the matter now.—Commissioner

§ "56 pathsalas" should be corrected to "111 pathsalas"—Commissioner

|| The rumours, &c., about never seem to have reached so tangible a form in the other districts as in Monghyr. Here a zemindar even, who was giving great assistance in the establishing of schools, actually communicated to the officer he was working under that the reports in circulation interfered with and obstructed the work. The matter was reported to me, and I counselled that as little notice of the stories as possible should be taken. I think the difficulty has vanished.—Commissioner

¶ 13 more schools have been opened to date.—Commissioner

Bhagalpur Division—Bhagalpur

“The inhabitants in the north of the district, though much better off, are not nearly so amenable as those in the south.”

Of 35 pathsalas allotted to this sub-division, only “three were started, and are well attended.” There was cholera in the villages, and “the Deputy Magistrate was with the Magistrate on the Nepal frontier for some time, and had no educational officer to work with. He is not to blame for the small amount of work in this direction.” The Magistrate expected to have the full number of schools allotted to this sub-division established by 31st December

Supah sub-division.

The Magistrate was “perfectly satisfied with the work of the officiating Deputy Inspector, Maulvi Elahi Bakhsh, and the head-masters of the zilla and training schools.

Subordinate educational officers.

“The Educational Committee was only established (gazetted on 24th January 1873), and no meeting was called till after my return to head-quarters. Only one meeting could be held within the year—and the Committee as a committee have had nothing to do with the education in this district for the past year. It is, however, to be hoped that during the ensuing years much good can and will be done by the members.”

I have not yet seen any of the pathsalas so recently brought into relation with the Education Department. When I saw the Commissioner and the Collector respectively in the course of my annual tour in November, the circular letter to the Commissioner had been but recently received after the Dusserah vacation, and the Deputy Inspector was then drawing up a list of the villages in which schools might be started. In Monghyr and Santhalia also no aided pathsalas had been established under the new scheme when I visited these districts in November and December 1872 and January 1873.

Purneah, however, was visited at the close of the official year, when nearly all the allotted pathsalas had been established. I examined 11 pathsalas in this district.

The educational destitution of the district, the nature of the difficulties encountered, and the mode of proceeding which was adopted, are discussed in the report of the officiating Deputy Inspector, Munshi Elahi Bakhsh.

Report of the Deputy Inspector.
Difficulties.

In some villages, when the Deputy Inspector succeeded in finding gurus, there were no boys willing to be taught; while in others there were boys, but no gurus. There were other villages, again, without either boys willing to go to school or gurus to teach them. In some villages the Deputy Inspector managed to supply gurus from other places for pupils who wanted them; in others he had to persuade unwilling pupils to consent to learn *gratis*. In most villages the objection of the parents to send their children to school was, that they could not afford to lose the value of their labor in the fields. Would they allow their children to be in school for a portion of each day? No, they could not afford it.

Besides visiting all villages without pathsalas, where it was considered desirable to set up new pathsalas, the Deputy Inspector and the Deputy Magistrate saw the villages which already had pathsalas according to the census return, as well as others in which “pathsalas had sprung up subsequently to the late census.” Thus they ascertained the existence of 64 pathsalas in the sadr division in excess of the number given in the census returns.

Several candidates from the sadr sub-division responded to the Deputy Inspector's notification inviting applications for pathsala teacherships in Muddehpura sub-division, but all the candidates withdrew on learning that they would get only Rs. 3-8* each from the Government.

Villages inspected.

Pathsalas not entered in the census return.

Pay of gurus.

Suggestion.

Defective means of communication.

I would recommend, under the circumstances, the grant of the maximum salary of Rs. 5 per month. There is practically no high road from the sadr station to the head-quarters of this sub-division, which is 60 miles distant, and the low land lying between is flooded every year for miles and miles, and in some places the country is very unhealthy. I have had personal experience of the difficulties and risks of a journey to Kishenganj and Muddehpura. In the latter end of November, along a distance of some 11 miles, I was ferried across four temporary streams and *kunds* in a thin shell of a boat only 16 inches wide. Previously and intermediately I had been ferried across three big rivers besides. On two occasions, from Tulsia to Muddehpura, a distance of only 16 miles, I have been set down on the way after being led through various eccentric circumambulations through the greater part of the night. My guide had lost his way. An inhabitant of the sadr sub-division would naturally need some strong inducement to tempt him 60 miles from his home to an inaccessible and probably unhealthy part of the country. Improved means of communication must go before the supply of competent teachers and the exercise of effective supervision. The first† want will be supplied in a degree by the

* Rs. 3-8 a month is certainly a very weak inducement for a man to set up in a distant place, and whenever it may be necessary to import gurus the maximum Government grant should be allowed as suggested by the Inspector. Fees from pupils, even if forthcoming, will never be taken into account by these men as a certain source of income.—Commissioner.

† See my general remarks.—Commissioner.

Reports of Inspectors of Schools.

opening of guru training classes in the sub-division. The latter, however, can never be efficiently performed until the means of communication are such that the inspecting officer can come down upon a school suddenly and without difficulty any day in the year.

Naturally* enough the act of the Government in devoting a large sum of money to the payment of gurus for doing that which the people have done heretofore of their own accord and at their own expense,

Rumours.

has given rise to various surmises. And quite as naturally the unaided gurus of rival schools, and the stronger classes who are able to oppress and cheat the illiterate masses, as they could not oppress and cheat an educated peasantry, have not been slow to suggest new suspicions and to exaggerate apprehensions to which the popular mind was already too prone. This is a new thing. What can it mean? Governments only tax us and take our money. They never give any money. This strange liberality veils some deep design.

The Deputy Inspector explained to the people that the well-being of Government depended on the well-being of their subjects, and that the prosperity of a people was as the educated or skilled labor of which they were capable. He then read to them portions of the recent resolutions, and told them of the scheme of scholarships which would enable "a gifted son of a *rayat* or laborer to become a distinguished engineer, or physician, or agriculturist, or administrator of high degree, or judge of the highest court."

Explanations given.

Attendance of pupils.
Sowing and harvest.
A suggestion.

A difficulty as regards attendance is noticed by the Deputy Inspector. During† the sowing and reaping seasons, viz., from June to August, and again during November and December, that is, for fully five months in the year, the attendance in the pathshalas will be very small, as the greater portion of the school will be wanted for labor in the fields. The sub-divisional officer, Mr. Wilkins, at Bogu Serai, Monghyr district, also alludes to the same difficulty,‡ and the Magistrate of Monghyr suggests that the annual vacations might be given at these seasons. Hence the question is raised whether the guru should receive any salary from Government during the long period for which his school may be closed for want of pupils to teach. For five months vacation in the year is out of the question. It seems to me, that the circumstances of the case may be turned to account by ruling, that the guru's salary shall continue to be paid him during the sowing and reaping seasons, when his school happens to be virtually closed for want of pupils, provided he attends the training school during this period. In this way the unwillingness of a great many gurus to leave their homes for the training school may possibly be overcome. For efficient gurus who may not be required to attend the training school, suitable work might be found as copyists or compilers of school books, &c., &c.

A more serious evil, which is reported alike by the department and by district officers, is the withdrawal in many schools of the fees heretofore paid to the guru, on the ground that the guru is now paid by Government.

Withdrawal of the fees heretofore paid by pupils.

This is of course a stroke of economy. If the people can get free instruction for their sons, why should they pay for it? But it is possible also|| that this is just a form of passive resistance to what they may regard perhaps as Government interference and the ills which indirectly attend the visitation of persons vested with authority; just as the inhabitants of a village withhold needful information to the Engineer who has to lay down a line of road, because, much as they would like a good road for their own convenience, they deprecate the facilities which the same road would afford to their natural enemies, the police, and to the foreigners who would flock in and compete with them in their several industries and trade. If the inhabitants withhold the fees they paid before, the Government may be induced to withdraw the grant to the guru when they find themselves balked in their expectation that the fees will continue to be paid as before; or,

The interpretation.

* From the report of the district officer, it would appear that the operations have been carried on smoothly enough. No particular hostility seems to have been offered by either zemindar or rayat. Hence I am of opinion, that the Inspector has taken a rather exaggerated view of the difficulties pointed out by him. I believe there is not a single rival who does not appreciate the benefits of education, and who would not willingly learn to read and write, and if they do not come forward as readily as we wish the reason is to be sought elsewhere. As the Deputy Inspector remarks, under the head of difficulties, the real objection of parents to send their children to schools is, that they cannot afford to lose the value of their labor." All these difficulties will die away, and as long as they last they need to be patiently met and combated with.—Commissioner.

† That the attendance at schools will be thin during the harvest season was already anticipated by Government,—vide Resolution dated the 30th September 1872. My views will be found under general remarks.

‡ The report of the sub-divisional officer at Jampur, since received, also discusses this matter.—Inspector.

§ I have discussed this point in my general remarks. Gurus must continue to receive the grant during the time the pathshalas are closed. Dr. Fallon would make this conditional on their attending training classes if called upon to do so; but as this can happen only during the first one or two years of their service, the stipulation will practically in subsequent years be either nullified or will reduce the emoluments of the teachers by nearly one half, which is by no means to be wished for.—Commissioner.

|| I do not entertain the fear that the inspector seems to do. If the people are unwilling to pay for tuition, it is not because in this instance they deprecate the interference of Government, but because they simply wish to save the expense when they find that Government is already defraying it. While the people are generally clever and suspicious in strictly private matters, I believe they rather feel encouraged than otherwise by any interest evinced by them in schools and similar institutions, whether supported entirely by themselves or aided by Government. Much, however, depends on the tact and tone of the visitor. The question of the realization of fees should be left entirely to be adjusted between the guru and the parent: all that the Government officers can do is to explain to the people the very small remuneration that the Government can afford to give, and that in this matter the Government expects that they should help themselves, the grant being intended to supplement what they will pay.—Commissioner.

Bhagalpur Division—Bhagalpur.

what is more likely in the case of many schools in which the income from fees is more than the Government grant, the guru himself will be compelled to decline the Government grant for the sake of the larger income from fees, with the further advantage of standing well with the inhabitants of the village, instead of being a victim of the social persecutions consequent on offending the little world in which his lot is cast.

This picture, however, has its bright side. In the attitude of the village community towards the guru may be read partially the efficiency or inefficiency of the teacher of the school. The obvious way to compel parents to discharge their obligations to the teacher is for him to refuse to teach their sons until they do pay up what is his due. An incompetent or negligent guru, however, who fails to do the work required of him, will not venture on so bold a step. It is only the good teacher who can afford to act with becoming independence, and to him parents will continue to pay the customary fees and presents rather than be deprived of his services which they esteem. It is true that the amount of the grant is so much added to the remuneration for which the guru was heretofore content to perform the service required of him by the village community; but if he now receives more, he has to give more. He has to learn to read and write the Nagri character, and to teach it to his pupils. He has to teach the pathshala course more thoroughly and systematically than he has been wont to do. His work in the school will now be subjected to searching tests, and it will be compared with the work done in similar pathshalas elsewhere; and if his school is found to be behind other schools similarly circumstanced, his grant may be transferred to another guru who has done better. Finally, he has to submit returns and to introduce from time to time various improvements in his school, as they are suggested to him by the inspecting officer.

The table given below shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother tongue. The number of Hindu pupils was 2,890, and of Muhammadans, 246. Of the total number 662 were returned as able to read and write easy sentences in their mother tongue.

Return showing the Number and Race of Teachers and Pupils in Primary Schools.

SUB-DIVISION OF THE DISTRICT	Number of pathshalas	Number and race of teachers			Number of pupils on the rolls on 31st March 1873			Language and subjects taught	Number of pupils who on the 31st March		
		Total number		Muhammadans	Total number		Muhammadans		could read and write easy sentences in their mother tongue	could not read and write easy sentences in their mother tongue	
		Hindus.			Hindus						
Pathshalas supported by Government	(Sadi)	53	53	59	3	821	742	79	Nazri • Kanthi Hindi Hindustani and Persian subjects of primary school-ship course	246	575
	Birka	46	46	94	8	1,214	1,105	111		602	1,116
	Muddehpura	9	9	9		137	135	2		11	123
	Supali	3	3	3		104	98	6		4	100
Total in the district		111	111	100	11	2,890	2,080	200		662	1,914
Pathshalas receiving no aid from Government	(Sadi)	70	70	60	10	850	810*	40	{ Pathshala course reading, writing and arithmetic }	290	660
GRAND TOTAL		180	180	160	21	3,740	2,890	240		952	2,574

No guru training classes have yet been opened. The following letter on this subject was recently addressed by me to the Commissioners of Patna and Bhagalpur.

"I beg to suggest the expediency of an order being issued by you* for opening guru training classes in the existing training schools. Such an order would be in accordance with the Government resolution quoted in the margin." In order to give effect to this order, it will be necessary only to direct that the third teacher of the training school on Rs. 25 a month, and the last teacher of Patna normal school, shall be required to

* The full grant for lower normal schools may stand, as there will in most districts be much need of normal classes for the instruction of indigenous schoolmasters" (Government Resolution dated the 24th March 1873, published in the *Calcutta Gazette* of 2nd April 1873)

teach the guru and Mian Ji pupil-teachers to be selected and sent in for this purpose by the subordinate inspecting agency under the orders of the Magistrate.

* *Vide* General Remarks.—Pending the orders of Government upon the scheme submitted I have directed the opening of classes for gurus at certain schools in each district. These can, however, only be attended by a few special persons, as I decline as yet to allow any guru to close his school in order to attend the training class.

Now that Hindi is likely to become the court language, the apathy of the people towards it will soon be removed.—Commissioner.

Reports of Inspectors of Schools.

"For the sadr of Monghyr, where there is no training school, I would suggest that guru and Mian Ji classes be attached to the model vernacular school at Monghyr, and that a teacher of Hindustani and Hindi be appointed to teach these classes on a salary of Rs. 15 a month, debitable to savings from the past year."

"Similarly in all sub-divisions other than the sadr sub-division, guru and Mian Ji classes might be opened at once under teachers on Rs. 10 or 12 a month, also debitable to savings from the past year, such classes to be attached to the middle vernacular schools; or in the absence of a middle vernacular school, to the aided or other English schools at the head-quarters of the sub-division. In any sub-division where there does not happen to be any school of higher grade than the primary school, the guru training class must form a school by itself under the general control of the Sub-Inspector."

VERNAACULAR MIDDLE SCHOOLS.—There are only seven middle vernacular schools in the district, attended by 300 pupils. All seven schools are supported by Government.

BHAGALPUR MIDDLE SCHOOL.—This school stands first by a long way. From its position the attendance and income from fees is considerably larger than that of any middle school in the district. It has therefore better teachers, and it enjoys the farther advantage of being superintended by the head-master of the training school.

The average daily attendance was 113, against 115 in the year before. In November 1872 there were as many as 173 pupils in the school, but the attendance began to fall off with the introduction of Hindi, which the pupils did not care to read because it was not the language of the courts.

The fees increased from Rs. 388-5-0 to Rs. 436-3-0.

Muhammadans* form more than half the school. The proportion is 75 Muhammadans to 60 Hindus, as 5 to 4. In the higher English school there are but 78 Muhammadans to 307 Hindus, as 1 to 4. The greater poverty of the Muhammadan population takes them to the vernacular school, in which instruction up to the standard of the second class of a higher English school is obtained at about one-eighth the cost of the English school. The fees range from 2 annas to 12 annas in the vernacular school, against one rupee to 2½ rupees in the English school; while the cost to Government is only Rs. 25 per month for two teachers, against Rs. 230 a month contributed by Government, and Rs. 595 realized from fees for 12 teachers† in the English school who teach 2½ times the number of pupils in the vernacular school. The cost of books in the English school is also considerably greater. The aversion of a great many Muhammadans for the language of an alien race who profess a different creed from theirs, is another powerful reason for their preference of the vernacular school, which performs the important function of educating an important section of the people who would otherwise go without any education at all, unless the badly taught Persian of the *maktabs*, and nothing more, can be called education.

Two boys from this school have passed the Entrance Examination—Husain Ali, who, after reading for the term of his scholarship, four years, in the Bhagalpur higher school, read for one year more in the aided higher school at Behar, from which he passed in the second division; and Garib Dās, who went from this school in March 1870 to the Patna College and passed the Entrance Examination also in the second division in November 1872, that is within three years.

The Vizianagram scholarship of Rs. 7-8 a month for two years, allotted to the Bhagalpur division, and open to competition by all minor and vernacular scholarship candidates, was gained by a student of this school, Giris Chandra, who obtained the highest marks in mensuration. This scholarship is held in Bhagalpur higher school.

Of 20 pupils who went up to the vernacular scholarship examination, 14 passed in first division and 6 in the second. In the year before, of 12 pupils who went up to this examination, 4 passed in the first division, 5 in the second, and 3 in the third.

The discipline of this school is admirable.

Under the efficient direction of the popular head-master of the training school, Babu Ram Prakash Lal,‡ this school, from occupying the lowest rank after Purneah in 1868, has risen to be one of the best of the five training schools, a position which it has steadily maintained for four years. The training school has been conducted with no less ability, diligence, and success. His present salary is Rs. 80. I recommend that the full salary of the post, Rs. 100, be granted him from the beginning of the official year 1873-74.

DISTRICT MIDDLE VERNAACULAR SCHOOLS.—Puraini is the best of these schools. The number of pupils had increased from 37 to 45, and the fees realized from Rs. 5-13 to Rs. 10-9. Only two of the pupils are Hindus, all the others are Muhammadans. Five pupils went up

* That Muhammadans attend the training school in a larger proportion than the Government higher school, is not so much from their greater poverty, as compared with the Hindus, but from their known aversion to any language not their own, which the Inspector also notices. In support of this view I would point out that the proportion of Muhammadan to Hindu pupils is nearly equal in both the costly English school and the cheap pathshala, while the disproportion is large only in the Urdu teaching schools.—Commissioner.

† The head-master is not included in this estimate.—Inspector

‡ While I would always wish too see merit properly rewarded, I can not in this case support the Inspector's recommendation for reasons submitted along with a scheme for the maintenance of middle training and normal schools.—Commissioner.

Bhagalpur Division—Bhagalpur.

to the vernacular scholarship examination, 3 passed in the second division, and 1 in the third. The head-teacher is a passed pupil from Patna normal school. He is persevering and energetic and a good disciplinarian.

Muddehpura comes next. Only 26 pupils attend this school. Most of the pupils are the sons of the amla. Of 4 students who went up to the vernacular scholarship examination, 1 fell ill during the examination, and the other 3 passed—2 in the second division, and 1 in the third. The school has improved during the year. The head-teacher, Munshi Rahim Bakhsh, is a passed pupil-teacher from Bhagalpur training school.

Sultanganj comes third in order of merit. It sent up 4 boys to the vernacular scholarship examination. Two passed—1 in the second division and 1 in the third. The head-teacher, Pandit Shanki Jah, is from Bhagalpur training school.

Colgong school shows a decrease of 4 pupils, which is ascribed to the opening of a Government pathsala close to the school. The two upper classes were found somewhat deficient in mathematics, but they did well in Nagri-Hindi. One student passed the vernacular scholarship examination against none passed in the previous year. Two candidates fell ill just before the examination, and did not appear.

Parmesharpur school shows a marked improvement under its new teacher from Patna normal school, Pandit Durga Dut Misra, who joined it in March last. The inhabitants believe in him, because he knows Sanskrit, and hence the improvement in attendance.

I fear the recent abolition of Sanskrit in our training schools will be followed by loss of esteem and popularity of our teachers, and therefore of our schools. Hindus no more believe in a teacher ignorant of Sanskrit than the English would believe in a teacher who did not know Latin and Greek.

Kishenganj school is in a declining state. It is now three years since the high road was washed away. I am informed that very large sums of money have been sunk on this road; but these large sums were inadequate, and the road is nowhere. There is not money enough to make the highway which is wanted to connect the sadar station of Bhagalpur with the northern portion of the district, and it is, of course, not desirable to lay out more money to reconstruct a road which will be washed away again; and so one-half the district is virtually cut off, or only very loosely connected with the pulsating heart. I am obliged to dwell on our defective intercommunications, because Kishenganj, from being the best of the district middle schools, has become the worst since the road was washed away three years ago, so that the country for miles round has been under water for a portion of every year. In the year 1871, 300 inhabitants were carried off by fever, and the town of Kishenganj was nearly depopulated. Teachers are hard to get, if they can be had at all, and those who do go are prostrated by fever, and the school languishes and dies.

Of 10 Hindustani pupils when I visited the school only 3 were present. The Nagri-Hindi* department consisted of only 6 students. All were present. Of 30 students of Kaithi-Hindi, 6 were present. There was no first or second class. Two pupils of the first class, who were to have appeared at the vernacular scholarship examination, died of the fever which has become endemic in the flooded country in and round about Kishenganj for ten miles.

In the Kaithi-Hindi class.—Three boys could multiply up to 20 times 10; one boy up to $1\frac{1}{4}$ times 20; one boy up to $1\frac{1}{4}$ times 10.

They could all write short sentences on the ground. The Nagri and Persian writing of the third class was tolerable.

Arithmetic and geography.—Both insufficient and deficient.

At the vernacular scholarship examination 6 out of the whole district passed in the second division, against 5 in the year before; and 4 passed in the third division, against 2 in the year before.

I was to have gone on to Muddehpura, but the Officiating Deputy Inspector informed me that the schools were closed for one month for the Dusserah vacation by order of the Secretary of the aided school. This is very irregular. Only 12 days' holiday are allowed for Dusserah. Besides, the usual intimation of the closing of the school should have been sent to my office.

The Deputy Inspector hopes to introduce parallel bars and cricket† in the course of the next year.

MIDDLE ENGLISH SCHOOLS.—There are but two aided and two private middle English schools in the district.

* I do not understand why there should be different classes for Nagri and Kaithi.—Commissioner.

† This is a new feature in our schools.—Commissioner.

Reports of Inspectors of Schools.

Colgong aided school has been greatly mismanaged during the year. The head-master, Buab Jadu Nath Pal, grossly* neglected his duties. From inquiries which I made on the spot, I learnt that Babu Jadu Nath Pal was absent—Ten days in March spent at his home in Bali. Ten days in June spent at his home in Bali. Fifteen days in August, when he taught his class only on alternate days, because he was so stricken with sorrow at the death of a friend, that he beguiled his time in visits to the friends who survived. Five days in September, spent at his home in Bali.

I examined this school in the presence of three ladies who took a very keen interest in the examination.

Among five boys in the 3rd class there was only one clean book; among six boys in the 2nd class there were four clean books.

Nine boys out of 13 say they can swim; six boys can ride. One Bengali Brahman and five Hindustanis, of whom 2 are Brahmans, one is a Khetri, one a Kaith, and one a Muhammadan. All the pupils read and write Nagri-Hindi.

They all belong to the zemindar or cultivator class in this school. I asked them with what motives they attended the school. One boy, the son of a Brahman well-to-do zemindar, an out-spoken spirited lad of 12, was the first to answer my inquiry. He thought it was a good thing to come to school to get *aq* (sense) for regulating his conduct. No; he did not care so much for money, he thought knowledge better. His ambition was to become an Inspector of Schools. Another boy, the son of a cultivator, aspired to a teachership, or a Deputy Inspectorship of Schools. Two other boys said the same. The fifth aspired to a pleadership; the sixth, a very modest, quiet-looking boy, would be content with whatever Providence might give him. The seventh, a Bengali youth, was very close, and couldn't be got to disclose the hidden workings of his manly breast; but he despised the cultivator's calling (*khuli*); it was very low: he would not object to be a zemindar. This was indeed the universal sentiment—*khuli* was low; it was very different from being zemindars.

The eighth, the son of a planter's writer, would like to be a Judge or a Magistrate Collector.

Two boys gave very good idiomatic translations from English into Hindustani and Hindi. I could only wonder at an accomplishment so exceedingly rare.

Mr. Graham of Colgong is one of the principal subscribers to this school, and takes a great interest in it.

The other middle English schools are—Muddohpura aided school and Barari and Banka unaided schools.

The head-master of Muddohpura English school, Babu Giris Chandra Ráy, and Maulvi Iannat Husain, head-teacher, vernacular, a passed pupil-teacher from Patna normal school, are well spoken of.

Sonbursa private school, supported by Babu Harballabh Narayan Singh, was closed for several months, the masters having resigned and gone away because they could not get their pay.† The Deputy Inspector reports that the school was resuscitated at the close of the official year, a strong desire for promoting education having again taken possession of the spirited philanthropist. The Deputy Inspector suggests the appointment of a managing committee and the regular payment of the teachers' salaries.

The girls' school‡ established by some Bengali gentlemen is still kept up. It is attended by twelve Bengali girls. The instruction is very elementary.

MISSION SCHOOL FOR BOYS AND GIRLS.—The following notice was written by me in the visitors' book of the excellent mission schools and orphanage under the highly respected Revd. and Mrs. Droece.

"The girls' school is a striking feature in this establishment,§ neatly dressed, orderly, bright-looking native girls who read and write and explain in their vernacular. They can use both the Nagri and the Roman characters, and they have been trained to do everything for themselves, cooking their own dinners, preparing their own fuel (*uplah*), grinding their own corn, cleaning their own rice, keeping clean and tidy their rooms, cutting out and sewing their own clothes, &c., and not only for themselves, but also for the younger girls and for the boys'

* The District Committee should take notice of such irregularities and pass needful orders.—Commissioner.

† I very much disapprove of this system of blowing hot and cold in respect of the support of schools by private individuals. Babu Harballabh Narayan is well known to me, and if matters are really as reported by the Inspector, I shall take the earliest opportunity of advising him either to give such pledge as will secure the regular support of his school, or to leave the matter alone altogether.—Commissioner.

‡ The Education Department has never taken the question of female education into consideration. The school established by the Bengalis is not restricted only to Bengali girls, as there is actually a Hindustani girl reading in it. I believe if Government could give some pecuniary aid to this school, its usefulness could be extended for the benefit of the native girls.—Commissioner.

§ This school although denominational is nevertheless a direct means on good to the division at large, for the institution affords a refuge for orphans and destitute children of any class or place at the same time that its excellent management and the care and attention bestowed upon the children exhibit a standing example of the manner in which responsible persons, who have a heart in their work, can devote themselves to the duty of education.—Commissioner.

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school. The boys repay the obligation by doing rougher work, as carpentry, gardening, &c. They are also exercised in singing and part singing, which they evidently enjoy. The infant girls' school is also well disciplined and orderly, and they are proficient in the use of the arithmeticon. I was pleased to hear a blind girl read out of a book, which she did fairly. The pity excited for this blind girl, the practice of getting each of the bigger girls to take care of one of the little girls, and of nursing the sick, are so many instruments for the exercise of the sympathetic feelings—an important part of moral education, which can never be too highly prized, though unfortunately it is too generally overlooked in the theory and practice of education. The school has 57 orphan girls. They are taught fancy work, as carpet work, knitting, tatting, crochet, &c. Twenty of the girls spontaneously set themselves to do some fancy work during their leisure hours, rising early and sitting up late, and finishing, in the course of two years, a quantity of work which fetched Rs 95. It was their contribution for two steel bells for the church."

"The boys' school I was able to see for a very short time. It is not inferior to most schools for boys. This school must receive a fresh impetus on the arrival of the new European master who is shortly expected. There are seventy-eight on the list, of whom fifty were present."

NORMAL TRAINING SCHOOL.—Ten pupil-teachers passed in the 1st division and one in the 2nd division in the common examination of the five district training schools held in November last. Five pupil-teachers were appointed to teacherships in middle vernacular schools, and four in aided pathsalas in Bhagalpur district; one obtained a teachership in a middle vernacular school in Monghyr, and one in Purneah,—making a total of eleven pupil-teachers appointed to schools during the year. Other pupil-teachers might have been appointed; but they knew only Hindustani and had not yet acquired proficiency in Hindi, which was recently introduced throughout the school under Government orders.

A swinging pole, parallel bars, and dumb bells, are in use in this and the practising middle schools, and the pupils are regularly drilled besides, the teachers joining the boys in these exercises.

The library books appear to have been in fair request.

A few optical instruments and a small telescope were added to the other scientific apparatus during the year. The lectures in pneumatics were attended by fifty-nine adults from the amla and mukhtiar class, who were candidates for the vernacular scholarship certificate necessary to admit them to the pleaders' examination. The lectures and experiments excited great interest. The Officiating Deputy Inspector, Munshi Klahu Bakshi, delivered some interesting lectures in popular pneumatics at this school.

SALE OF BOOKS.—The value of books sold during the year amounted to Rs 303-3-9, against Rs. 326-14-9 sold in the year before.

HIGHER SCHOOL.—The number of pupils rose from 360 to 386. The average daily attendance was 312, against 272 on the previous year. The fees realized amounted to Rs 7,166-14-6, against Rs. 6,302-9-0. This is the largest higher school in Bihar after Patna collegiate school, which numbers 444 pupils.

The handsome new school building was occupied from the first day of the past official year. The accommodation it affords is already insufficient for the large number of pupils increasing every year during the last five years. One class occupies a portion of the library room, and another will have to be placed in the examination hall.

The proportion of Muhammadans to Hindus was 1 to 5. In the middle vernacular school Muhammadans were to Hindus as 5 to 1.

About 64 per cent. of the pupils were Hindustanis of Behar, and 35 per cent. Bengalis.

Only 12 pupils, all Hindus, belong to the upper classes of society; 41 belong to the lower classes; 313 to the middle classes. Five-twelfths of the whole school were the sons of Government servants, four-twelfths belonged to trades and professions, and the remaining three-twelfths, or 25 per cent., were either cultivators or menial servants.

"The Khatris supplied the largest number of boys to the school, and next in order the Brahmans. The Navasaks, the Vaidyas, and Khetris come after them. There were only two or three boys belonging to the very lowest classes. Of 307 Hindu boys, 113 were Kyashts, 103 Brahmans, 24 Navasaks, 11 Khetris, 9 Vaidyas, 3 Kaibarthas, some 5 or 6 Agarwallas, 1 Sonarbania, 2 Domes or Chandals. Of 78 Muhammadans, 70 were Sunis, and only 3 Shias; of the former 9 were Bengalis.

* These lectures hitherto, given only in the training schools, would do more good if delivered in the hall of the new Government school house, situated in the heart of the town. Pupils from the training school could be directed to attend there, and the lectures could be given by the Deputy Inspector or the head-master of other school or any other competent persons inclined to do so. At present advantage of the fine set of scientific instruments belonging to the training school is all but lost to the public.—Commissioner.

Reports of Inspectors of Schools.

The head-master complains of the indiscriminate admission of pupils of all ages—boys of 6 and 7 in the lowest class, and grown men of 24 in the highest class. Young men of 16 sit on the same forms and learn the alphabet with children. The progress of the class is retarded because the capacities of different ages are different, and the younger boys are too often demoralized besides by companionship with young men who have arrived at the age of discretion.

The head-master, Babu Nivaran Chandra Mukhurji, M.A., suggests that the admissions be restricted to a certain minimum age. I agree with him; but I think that the rule should be prospective, otherwise it would bear hard on many adults who might have entered the school earlier if they could have anticipated that their prospects would be barred for ever by such a hard and fast rule. Thus a sliding scale might be adopted, 14 years to be the maximum age up to which candidates may be admitted during the current year into the lowest or eighth class; 13 years into the seventh class, and so on; the limit being reduced by one year in each higher class, up to the first class. The maximum limit for the next year, 1874-75, might be reduced to 13 years for the eighth class; 12 years for the seventh, and so up to the top. The maximum for every subsequent year being thus reduced by one year, would be brought down finally to 9 years as the limit of age in the lowest class in 1878-79 5 years hence.

In the meantime the following provisions might be made as the only remedies possible under existing circumstances* :—

(1.) The admission of candidates of advanced age, half-yearly or annually, on fixed dates, so as to admit of their being formed into separate sections by themselves under separate teachers or monitors.

(2.) The exaction of such higher fees from candidates of advanced age as may suffice for the entertainment of competent teachers or monitors for their instruction.

(3.) The expulsion of pupils whose association with younger boys may be considered prejudicial to morals and good discipline.

The remedy as regards vernacular scholarship-holders lies with the District Committee. The limit of age entitling a vernacular scholarship-holder to read at the higher English school has been fixed at 14 years, and the District Committee is competent to refuse admission to candidates who are older than they profess to be, while the Magistrate would call on the Deputy Inspector to show why the age of the vernacular scholarship candidate was under-stated in his return.

Sanskrit is taught in the first three classes only, the conditions under which this language may be studied being satisfied in these classes. In all the other classes the Hindus read Hindi in the Nagri character, and the Muhammadans simple Hindustani in the Persian character, besides Persian or Arabic.

Six students passed the Entrance Examination; 2 passed in the second division, and 4 in the third. All are Hindus—5 Bengalis, and 1 Behari.

The cost of educating each boy was Rs. 24-11-5 per year. Of this amount, four-fifths are contributed by the parents, and only one-fifth by the Government.

On the 4th of August 1872 the surveying teacher, Mr. J. A. Jones, joined his appointment; at the time there were no instruments in the school, nor any with the boys. Only certain printed sheets of drawing had been received from the Director of Public Instruction; so the boys were set to printing and drawing. In the course of a month or so they had acquired such skill in this, that when on the 6th September His Honor the Lieutenant-Governor favored the school with a visit, he expressed satisfaction at the performances of some of the boys. Four plane tables were received at the school by this time from the Government Mathematical Instrument Department; but as they were without compasses and sight vanes, and as there were no chains, &c., in the school, no use could be made of them. Consequently the boys continued to learn printing only up to the end of the session.

In the beginning of February 50 drawing pens, 20 compasses with pen and pencil points, 20 drawing pens, 4 ivory scales, 3 box-wood scales, 4 offsets, 3 box-wood offsets, 5 hundred-feet chains with 12 arrows, 5 hundred-feet tapes, 7 color-boxes, and 20 protractors, were received from the School Book Society at a cost of Rs. 330-15, and regular field-work was now commenced.

Up to the date of the head-master's report, five large compounds in the neighbourhood of the school had been surveyed with chain and magnetic compass, and surveys with the plane table were soon to be commenced.

The construction of a gymnasium had been under consideration, but the Committee had not yet arrived at any practical decision.

* These suggestions as a whole are recommended to the consideration of the Government and the Committee.—Commissioner.

† This important question has, I understand, been allowed to hang on undecided from year to year. It is much to be wished that the Committee should take up the matter earnestly. A communication to this effect will be addressed to them.—Commissioner.

APPENDIX A.

Bhagalpur Division—Bhagalpur.

Return of Race of Teachers of the Higher, Middle, and Normal Schools in District Bhagalpur

	HIGHER SCHOOLS				MIDDLE SCHOOLS							NORMAL SCHOOLS
	Government				Government	Aided			Unaided			Government
	Bengalis	Beharis	Murshis	Total	Bengalis	Beharis	Total	Bengalis	Beharis	Total	Bengalis	
HINDUS—												
Brahmans	2	1		3		1	1	1	2	3		1
Khetris or Kshetries					6							
Vaidyas	1			1								
Knyasthas	1	1		2	1		1	2	3			1
Nayaks	1			1								
Other castes above the lowest					1				1	1		
Total of Hindus	5	2		7	10	2	2	3	4	4		
MUHAMMADANS—												
Sunns		3		3	8		1	1		2		
CHRISTIANS												
Protestants						1		1				
Roman Catholics			2	2								
Total of Christians			2	2		1		1				
OTHERS												
	1			1								
GRAND TOTAL	7	5	2	14	18	3	3	4	4	6		2

In the higher school 7 teachers were Bengali-Hindus, 2 Behari-Hindus, and 1 Muhammadan. In the middle schools, vernacular and English, 10 were Behari-Hindus, and 8 Behari-Muhammadans. In the normal school there were 2 Behari-Hindus.

The next table shows the race of pupils of the higher, middle, and normal schools.

Return of Race of Pupils of the Higher, Middle, and Normal Schools in District Bhagalpur

	HIGHER SCHOOLS				MIDDLE SCHOOLS							NORMAL SCHOOL		
	Government				Government			Aided			Unaided			Government
	Bengalis	Beharis	Murshis	Total	Bengalis	Beharis	Total	Bengalis	Beharis	Total	Bengalis	Beharis	Total	Total
HINDUS—														
Brahmans	62	11		73	9	51	60	8	8	16	5	13	17	
Khetris or Kshetries		11		11		12	12		5	5		7		
Vaidyas	3	3		6					10	10				
Knyasthas	51	92		143		53	53		3	3	18	11		
Nayaks	9	15		24		12	12		3	3		8	8	
Knairthas	1	2		3		1	1		1	1				
Sanyasins		1		1		8	8					1	1	
Other castes above the lowest	1	13		14		25	28		1	1		1	14	
Doms, Chundals, Haris		2		2										
Total of Hindus	127	180		307	9	160	174	8	11	19	23	11	149	11
MUHAMMADANS—														
Shias		3		3		2	2					7	9	
Sunns	9	60		69	1	123	124		9	9		11	11	9
Total of Muhammadans	9	63		72	1	125	126		9	9		18	20	9
CHRISTIANS—														
Roman Catholic			1	1										
GRAND TOTAL	136	243	1	380	10	286	300	8	20	28	30	130	169	20

Reports of Inspectors of Schools.

From the table of creed and social position of the pupils given below, it appears that in the Higher English school there were 78 Muhammadans to 307 Hindus and 1 Christian, and in the Vernacular Middle Schools there were 126 Muhammadans to 174 Hindus, while the English Middle Schools (aided and private) give only 29 Muhammadans to 179 Hindus. As regards social position the lower classes were to the middle classes as 284 to 216 in Middle Schools, and 41 to 333 in the Government Higher English School.

Return of Social Position and Creed of Pupils of the Higher, Middle, and Normal Schools in District Bhagalpur.

				Hindus	Muhammadans	Christians	Total
Higher	Government	Pupils belonging to upper classes		12			12
		Ditto ditto middle		269	64		333
		Ditto ditto lower		26	14	1	41
		Total		307	78	1	386
Middle	Government	Pupils belonging to upper classes		1			1
		Ditto ditto middle		82	55		137
		Ditto ditto lower		91	71		162
		Total		174	126		300
	Aided	Pupils belonging to upper classes		1			1
		Ditto ditto middle		28	9		37
		Ditto ditto lower		10	1		11
		Total		39	9		48
	Unaided	Pupils belonging to upper classes		1			1
		Ditto ditto middle		34	8		42
		Ditto ditto lower		100	11		111
		Total		140	20		160
Normal	Government	Pupils belonging to middle classes		1	5		6
		Ditto ditto lower		10	4		14
		Total		11	9		20

The next table shows the number of pupils in three stages of instruction —

Return showing the Class of Instruction of pupils of the Higher Middle, and Normal Schools in District Bhagalpur, in the month of March 1873

			UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
			Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.	
CLASS OF SCHOOLS			1	2	3	4
Higher Schools	Government	Boys	396	192	50	71
	Government		300	74	95	86
Middle Schools	Aided		48	35	11	2
	Unaided		160	55	78	40
Normal Schools	Government		20	20		

Reports of Inspectors of Schools.

According to the census, the area of the district is 3,913 square miles, and the population 1,812,986—Hindus 1,613,546, Muhammadans 182,269. Of this number 4,664, or above a quarter per cent., were under instruction at the close of the official year, for which we have statistics—4,293 Hindus and 323 Muhammadans

PRIMARY SCHOOLS.—The Officiating Magistrate-Collector, Mr. Lockwood, reports:—

“ Previous to the Government orders dated July last, four Government primary schools existed in the Monghyr district; three in the sadr sub-division, and one in the Begu Serai sub-division. In addition to these there were eight pathshalas supported by the reward fund. The number of pupils attending these pathshalas was 349. Under the July orders alluded to above, 35 pathshalas were directed to be established, 13 in the sadr division and 11 in the sub-division of Jamoi and Begu Serai. Under subsequent orders received in the September following 180 pathshalas were ordered to be established as follows—

70 in Monghyr sadr division.

55 in Begu Serai.

55 in Jamoi.

These have all been established with the exception of 29, reserved, as proposed by Mr. Parlow, to meet applications for aid which are being gradually made by pathshalas and other educational institutions.

“ There has been great difficulty felt in establishing pathshalas successfully in the want of school rooms, the zemindars, although addressed on the subject, not coming forward * They appear to look on the education of the masses with considerable disfavor, as though fearful that with education their power and influence must decline. From savings, however, we are building a few school-rooms. Rajah Nila Nand Sing, Bahadur; Mr. Grant, indigo planter, and the Durbhanga estate, have, however, set a very good example in coming forward and providing accommodation for three schools each.

“ Babu Ram Prasad Das of this town has presented Rs. 20 towards a school-house in pargana Kujrah.

“ The zemindars of Babu Baghicha and of Badas in pargana Markia have also built one pathsala each.

“ The status of the guru is a point of the first importance. If, as it is said, ‘ the master makes the school,’ it seems to me that we are the most sanguine people in the world if we hope to buy competence with Rs. 3 to 5 a month. We, however, did not foresee, when we offered so small a salary to the gurus, that the subject of fees would be a sore point with the scholars, who generally appear to think themselves entitled to all the profit they may gain from elementary instruction perfectly free of cost and they stare and gape in astonishment when the guru, as in duty bound, demands his monthly pittance.

“ The Deputy Inspector, Babu Bhagwan Prasada, has shown the most praiseworthy zeal in establishing the schools in the sadr sub-division. He has been of the greatest use to me, and has brought into play a considerable amount of tact and good temper in overcoming the opposition and prejudices of ignorant persons coming in contact with him.

“ Both Mr. Campbell at Jamoi and Mr. Wilkins at Begu Serai have taken great interest in the proposed education of the people, and have done their best to carry out the views of Government. They have found the same difficulty as I have in inducing the zemindars to come forward and give their powerful aid.”

The Deputy Inspector reports:—“ Almost all the pathshalas are doing well. Most of them have been visited by me twice. They are paid very regularly.

“ The Kharakpur thana pathshalas, in which the head-master of the Jalalabad school has taken no little interest, are doing best in the sadr sub-division.

“ No training class has been opened, because substitutes to supply the place of the absent gurus are not available

“ In very few pathshalas have any fees been realized. When the guru asks for his fees, the parents threaten to withdraw their children.”

* The indifference of the zemindars in this district is inaccountable, considering that in Bhagalpur they have cordially responded to the call of the district and educational officers. I am inclined to attribute this in some degree to want of tact in the Deputy and Sub-Inspectors. But the main consideration must certainly not be overlooked, that owing to the particular line of operation selected in Monghyr, the work to be done was more essentially that of opening new soil, and consequently more prejudicial to be encountered than in the case of other districts.

In Purneah 105 out of 116 pathshalas now aided by Government were old existing schools. In Bhagalpur the proportion of new schools was larger, but in the sadr sub-division, where the larger portion of the work had been completed at the time of report, I find that two Deputy Magistrates were personally engaged along with the Deputy Inspector in the motusul in starting the schools. This wise arrangement, which was not followed at Monghyr, entirely to my mind accounts for the different reception apparently accorded to the scheme by the zemindars, and I am very hopeful that as soon as the personal influence of the district officer can be brought into play, the support of the landholders for the school system will be found in Monghyr also.

—Commissioner.

† This is a vital point. All the influence of the district officer must be used to counteract this difficulty, and maintain the old system of villagers paying the gurus. I think we shall succeed in the end.—Commissioner.

Bhagalpur Division—Monghyr.

"The following gentleman have shown an interest in promoting education :—

"Raja Nila Nand Singh, Bahadur, who also supports a good vernacular school at Jalalabad; Raj Darbhanga Court of Wards; Mr. Grant, indigo planter; and Mustajir Babu Ram Prasad Das of Monghyr."

For the Begu Serai Sub-division Mr. Wilkins reports :—"The report of the Sub-Inspector, Munshi Abu Muhammad, is fairly intelligent, and I have a favorable opinion of his qualifications. He has worked hard, and if the results produced are not over and above satisfactory, I am of opinion that this is owing to the opposition he has met with on the part of the zemindars, rather than to any laxity or carelessness of his own. I cannot but admit that up to the present the scheme has not been very successful. It is to be regretted that the zemindars have taken upon themselves to throw difficulties in the way of the scheme; but that they have done so, is to the best of my belief a fact. I cannot sufficiently express my disgust at the reports* which have been spread by some ill-conditioned persons as to the objects of Government in promoting primary education. Though I have heard vague rumours of these reports before, yet I was not aware until now that they were so generally circulated or believed in. At the same time the fact that 41 schools are progressing satisfactorily, as reported by the Sub-Inspector, cannot be reconciled with the belief that such reports are very widely credited.

"Out† of the 55 schools, 12 were to be kept in reserve until the way could be felt as to where they could be most advantageously started. Of the remainder, 22 schools were to be established on a salary of Rs. 3 per month, and 21 on that of Rs. 12 per month, thus leaving a margin for contingencies, help to prosperous schools, &c., &c. These 43 schools were equitably divided between the two thanas of Teghra and Begu Serai, according to the population. Thus 16 were to be started in Teghra thana and 27 in Begu Serai thana. A skeleton map was prepared showing the position of the schools, care being taken to distribute them as nearly as possible all over the sub-division, taking into consideration the advantage of at the same time having three or four schools in a cluster for facility of inspection. The map was approved by Mr. Barlow and returned here. Naturally, as the work progressed, a few alterations were made in it here and there, as circumstances required; but generally speaking the position of the villages as indicated in the map was on the whole adhered to.

"Out of these 43 schools the one started at Allahpur has since been closed. The guru vanished and the pupils ceased to attend. A more favorable locality will be selected, and a school started to fill up the vacancy.

"The school at Rani, a large and important village to the west of the sub-division, has not been actually opened, in consequence of the difficulty in procuring a school-house. All the arrangements are, however, complete; and I am glad to be able to add that Mr. Macnaughten of Begu Serai factory is now erecting a school-house at his own expense. The completion of this alone is waited.

"The remaining 41 schools are progressing satisfactorily.

"There remain the 12 reserved schools. With regard to these a circular was sent round to all the zemindars of the sub-division asking what assistance they would be willing to give themselves towards the support of schools in their zemindaries. The result of this appeal is the receipt of a donation of Rs. 10 only from one zemindar, viz., Chaudhuri Anjad Husain of Lakminia. It was intended to reserve these 12 schools till it could be seen what assistance was received from the zemindars, and then establish them accordingly. As matters stand I think it useless to keep them back any longer, and consequently shall direct the Sub-Inspector to start them directly as the others. The approval of the Magistrate is requested on this point too.

"The Sub-Inspector reports that as yet not a single new building has been erected as a school-house by the zemindars. This callousness on their part is deplorable, but I must confess I am at a loss what to do in the matter. I have backed up the Sub-Inspector as far as lay in my power by writing to the zemindars and asking them to provide a cheap building‡ wherever a school has been started. I cannot order them to do so, and even if I did, I do not see how I could carry my order into effect were it disregarded, as would be the almost certain result.

"The Sub-Inspector also complains that the inhabitants will not send their children to be taught at the new Government pathshalas in many instances."

* I particularly inquired into these reports at the time I heard of them, and wrote to other districts regarding them. They were noticed by the sub-divisional officers of Jamal and Begu Serai, and seem to have been confined to Monghyr. I hear nothing of them now.—Commissioner.

† I was myself district officer of Monghyr when these arrangements were inaugurated. Sub-divisional officers were allowed a wide discretion, but they finally elected to follow the plan which I sketched out for the district, and applied to the said sub-division, and it is the details of this plan which Mr. Wilkins explains.—Commissioner.

‡ I believe this matter is righting itself—at least all schools are reported as progressing fairly. These difficulties will certainly be overcome by personal communication between district officers and zemindar and people. Meanwhile, too much notice should not be taken of them.—Commissioner.

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Reports of Inspectors of Schools.

The favorite remedy with teachers and Sub-Inspectors in cases of difficulty is the too common or Asiatic idea,—force. If a rival school is opened, or the pupils are supposed to be decoyed away to the establishment over the way, or the subsidized school does not fill, it is immediately suggested that the rival school should be closed, the teacher punished, and attendance at the Government school enforced by the order of the sarkar. Mr. Wilkins rightly deprecates any such arbitrary and impolitic proceeding.

My answer in such cases is a warning to the teacher. If his school is the better of the two, he will need no extraneous support. If it is not, no amount of propping up will supply the absence of inherent vitality, and he must make way for a better teacher. Compulsion is weakness: the only strength is natural growth. A good school will outlive slander. It must draw

Mr. Wilkins continues:—"The Sub-Inspector especially mentions Maulvi Karim Bakhsh of Muhammadpur Báro, Babu Raghunath Datta of Barauni, and Maulvi Abu Nasir of Asafpur, as having interested themselves greatly in the subject of primary education, and given valuable and material help to him, and through him to the Government. I beg to recommend these gentlemen to the Magistrate for his favorable notice of their praise-worthy efforts. I am writing to these gentlemen thanking them for all they have done and are doing in the matter.

"The Sub-Inspector also alludes to Munshi Golam Ehiya of Khazarchak, who, I believe, was originally a mukhtiar practising in Calcutta. It appears that this gentleman has already got school in his elaka in full working order. He does not desire any Government assistance.

"I should like to have sent with these remarks some statistics as to the caste, age, and position in life of the boys who attend the schools, together with a detail of the total attendance; but all the time I have been able to give to this subject has been taken up in superintending the establishment of the schools themselves, and the Sub-Inspector has had sufficient to do as it is. Besides this, it will be much more satisfactory to send such statistics after the schools have been a full year established. Some of them have, in fact, been so recently started, that the necessary details would not have been forthcoming in time.

"With regard to the subject of inspection, the Educational Committee expect each school to be visited and examined at least once a quarter. I gave my opinion at the Committee meeting that as far as this sub-division was concerned, this would be almost, if not quite, impossible in the rainy season. At that time the whole country is more or less under water, and travelling, except on one or two principal roads, would have to be performed in boats. However, I will do my best in the matter."

Mr. Campbell reports that "the establishment of pathshalas in the Jamoi sub-division is a *fait accompli*.

"Altogether there are now in existence 71 pathshalas. Of these 49 are new, and 22 pathshalas which, already existing, have been aided and extended, giving instruction to a total of 1,518 boys; and although amongst these 71 pathshalas there is not a single 'maktab,'* yet it is a matter for much satisfaction that in several pathshalas presided over by Hindu gurus, Muhammadan boys are to be found sitting side by side with Hindus of every caste, from Brahmans down to Dosadhs.

"These 71 schools are distributed amongst the four thana jurisdictions as under:—

"Jamoi	..	..	..	..	25
"Secoundia	...	..	...	..	15
"Sheikhpura	..	..	..	..	16
"Chelai	..	..	..	..	15

"I pointed out that the inhabitants of Sheikhpura thana consisted chiefly of well-to-do Pabhuns, Rajputs, and Musalmans, and were in disposition less tractable and docile, and more bigoted and suspicious, than the remaining population of the sub-division; and it is that thana which has been the centre of the absurd rumours regarding the intentions of Government which were lately flying about. Even an establishment of as many as 16 pathshalas has been due in a great measure to the exertion of Shah Abdul Husain, a zemindar of Sheikhpura and a member of the District School Committee. In the remaining thanas within the limits of their respective estates, Kumar Sheo Prasad Singh and Babu Ramnarayan Singh have, with their usual readiness to further the execution of the projects of Government, actively interested themselves in starting several pathshalas. To each of these three gentlemen my best thanks are due, and I hope that their efforts may also meet with adequate recognition from yourself and the Committee."

* Particular instructions were given by me as Magistrate, that wherever necessary maktab should be established. The arrangement, therefore, followed is by choice, and not from oversight. While I confess that I am surprised of the failure to establish any maktab, I cannot say decisively as yet that an error has been committed. The town of Sheikhpura I know to be essentially filled with a Musalman population, and yet we find that in carrying out the Government scheme for use on his own estates in and around that place, Shah Abdul Husain, himself a Muhammadan, has preferred pathshalas.—Commissioner

*Bhagalpur Division—Monghyr.**Abstract of all four Thanas.*

Thana	Total number of schools	Total number of pupils	Total yearly cost.
			Rs
Jamoi	25	690	1,236
Secondria	15	295	716
Sheikhpura	16	316	713
Chakai	15	317	774
Total	71	1,518	3,439

From this table it will be seen that “out of the total grant of Rs. 3,900 at the close of the year, a balance of Rs. 431 still remains unappropriated. The question is what is the most advantageous way in expending this balance; whether by providing for a few more pathshalas or by strengthening* and improving the pathshalas which we have already established. I myself am most decidedly in favor of the latter proposition. I would spend it in rewards to the three best boys in each pathsala at examinations to be held by the inspecting officer at his final inspection before the close of the year. I would fix the rewards at the following value:—

	Rs.	A.	P.
1st boy
2nd boy
3rd boy

The rewards to be in the shape of books, coin, or otherwise as may be afterwards determined. Rs. 4-8 would thus be appropriated for each pathsala, which, multiplied by 71, gives an amount of Rs. 319, leaving a further balance of Rs. 112.”

As the separate Reward Fund of Rs. 4,320 a year, from which rewards were given to teachers and pupils who did well at the periodical examinations, has been disallowed under the Government order marginally noted, it would be desirable to allot some portion of the grant for primary and middle schools for this object. It was from the Reward Fund now withdrawn that deserving teachers on inadequately low salaries were rewarded, and clover boys supplied with school books which they were too poor to buy.

Mr. Campbell continues:—“As under the system established in this sub-division of paying gurus by results, in other words according to the number of pupils taught by them during the year, the number of boys attending some of the pathshalas may increase so that the present rate of pay of certain gurus will also increase, we had therefore better set aside this Rs. 112 as a reserve for such a contingency. Should it, however, remain still unexpended at the close of the year, it might be distributed in rewards to the most deserving gurus or otherwise as may be determined on by the Committee.

“It will be observed that no provision has been made for paying† gurus attending normal schools. This is due to the fact that, at the first meeting of the Committee, the notion of requiring gurus to attend such schools was unanimously rejected as impracticable, and one which, if insisted on, was calculated to entirely frustrate the exploitation of the pathsala scheme.

“In connection with the monthly earnings of the gurus, a curious feature, strongly illustrative of the character‡ of the native villager, has been reported. Where in the old pathshalas the gurus lived by the petty fees, whether in food or money, received from the fathers of the pupils, these latter have in some villages stopped their contribution, on the ground that the gurus are now paid by Government for teaching. I have not thought it necessary to take much notice of this report beyond requesting the zemindars and inspecting officer to quietly disabuse the bucolic mind of the notion that the pittance received from Government is meant to replace the fees received by the gurus, and to point out, that on the contrary, it is only intended to supplement the fees, so as to enable the gurus to give more time to teaching. But this may well be left to adjust itself.”

To compensate for the absence of pupils from four to five months in the year, during sowing and harvest, the Commissioner invited the opinion of the sub-divisional officers “on the

* I entirely agree with the Inspector as regards rewards to deserving teachers and strengthening existing schools. I think however, that wanting the money for other purposes as we do, we cannot lay out any money for rewards to pupils other than the assigned Government scholarships.—Commissioner

† In the scheme already submitted by me, provision has been made, in accordance with the spirit of Government Resolution dated the 30th September 1872, for gurus attending training classes. The Committee no longer maintain the notion that the requisition to gurus to attend training classes will be followed by disastrous consequences. I communicated with the Vice-President, and have been informed that the Committee propose calling on some gurus to receive training.—Commissioner.

‡ This subject has already been remarked upon in the report of the Bhagalpur district.—Commissioner.

Reports of Inspectors of Schools.

feasibility of night teaching" in the case of such children. Mr. Campbell spoke on the subject to Kunwar Sheo Prasad Singh. He was of opinion that the difficulty would not be much, if at all, felt amongst the classes who now send their children to the pathshalas. "I shall further" Mr. Campbell continues, "consult other persons whose opinion in the matter is likely to be of value, and shall keep a sharp look out in case the difficulty arises. It will be quite time enough to meet it when it does arise. In any case, on the general question, I am very doubtful as to whether a child who has been working all day-time under a burning sun, and up to his knees in mud, would be able to keep his eyes open for the guru's teaching at night. Where primary education is not compulsory, various difficulties and impediments must be expected and cannot be helped, especially in the initial stages of a scheme like that of these pathshalas, which as yet can hardly be regarded otherwise than in the light of a beneficent experiment.

"A much more important and more vital question is that of securing an adequate inspection staff. I have already, as forcibly as I could, represented the inadequacy and unsuitability of the present system of an inspection by one man of a large number of schools, scattered over a wide extent of country, in many parts of which at certain seasons of the year travelling is a matter of much difficulty and bodily fatigue and exposure. As both the Education Department and the Commissioner have recognized this difficulty, it will I hope, be speedily done away with. In the case of this sub-division, especially consisting as it does of large tracts of jungle and plains, which in the rainy weather become wide swamps, I can only again urge the advantages of my proposal to make the thana the unit of inspection, and to appoint to each thana an active man of good character, with knowledge enough to regulate the very rudimentary instruction given at pathshalas on a salary of say Rs. 15 a month, and sufficient travelling allowance to induce him to move about freely. Subsequently to this proposal of mine I was gratified to receive, quite unsolicited, support by an independent representation from Shah Abdul Husam of the advisability, if not actual necessity, of such an arrangement."

On this proposition I have already given my opinion in a letter to the Officiating Magistrate, dated 15th April 1873, from which the following is an extract,—

"I think there are good grounds for Mr. Campbell's objection that it is physically impossible for one Sub-Inspector* to visit all the primary schools scattered over the sub-division sufficiently often to exercise wholesome check and secure due efficiency; and if we could have a thana Sub-Inspector on Rs. 12 to 15 a month for every thana *in addition* to the Sub-Inspector for the sub-division, by whom the subordinate officers should be directed and supervised, nothing could be better. I should not, however, recommend the appointment of an inferior class of thana Sub-Inspectors *in lieu* of a Sub-Inspector for the sub-division. If we are to choose between the two, I should prefer, as at present, one Sub-Inspector on a higher salary, though he should pay fewer visits to a school, because (1) a higher salary commands the services of a man with a higher *morale* as well as superior intelligence; one who would be less likely to yield to temptations to dishonesty and negligence than an inferior class of men on smaller salaries; (2) in this, as in every other department, departmental subordinates should be immediately under a departmental head, whose professional knowledge, training, and experience, joined to a sense of responsibility, are indispensable to the exercise of intelligent and efficient supervision. The four thana Sub-Inspectors without a sub-divisional Sub-Inspector would be practically without an effective controlling head; for the sub-divisional officer, even if he had the departmental competency necessary for proper direction and supervision, has not the time for it, nor the sense of responsibility which a man feels whose promotion and dismissal depend wholly on the success or failure of the particular work entrusted to him.

"It is a very common error to suppose that the efficiency of a school depends in any great measure on the frequency of inspections. It is an old adage that the 'master makes the school.' No amount of inspection will compensate for the defects of an incompetent, indifferent, or dishonest teacher, or move the inhabitants to send their children to school when they are persuaded that the school instruction will not help their sons to earn a better livelihood than they now earn without going to school, or to secure large and regular attendance when the pupils are wanted for field work, &c. The main things wanted are—(1) school instruction of a nature to command a money value in the market; (2) the remuneration offered to teachers must be sufficient to make it worth their while to qualify themselves for the office

* This is an important and increasingly urgent question for disposal. I concur with the Inspector that there must be supervision equal in quality to that of a Sub-Inspector over all schools. Government have promised to strengthen the inspecting staff up to a scale of one Sub-Inspector for each sub-division, with an extra hand at the sadar sub-division under the Deputy Inspector when the work is heavy. This then must suffice for the superior superintendence. At the same time I entirely agree with the sub-divisional officer that something more than this in the way of inspection of schools is necessary, especially at first, and until the system of village schools takes root and finds willing support at the hands of the public. The life of the pathshalas established under Government orders is at present artificial, and constant inspection is necessary to know what is going on, and to see that the money grant is really earned. With from 50 to 80 schools under him in any sub-division, I doubt if a Sub-Inspector would manage one visit per month to each school, and I think this insufficient. There should be inspection once a fortnight at least.—Commissioner.

Bhagalpur Division—Monghyr

and to give a fair equivalent in the shape of intelligent, honest, zealous school work. For every article worth having, its equivalent must be paid. Whenever society may be willing to pay for that most rare acquisition, an educator competent to mould the minds of the pupils on whom he has to work, and delighting in the task as a labor of love, such teachers will be forthcoming. Till then we must be content with inferior schools which are schools only in name, under so-called teachers who here, as in England, are ignorant, as a rule, of the first principles of the art which they profess.

“Meanwhile the recognition of the already existing native system and course of instruction, as one to be improved upon but not superseded by a different system not in accord with the requirements or the feelings of the people: the money grants to be made to pathshala teachers; the guru training class to be opened for the better training of guru teachers; and the periodical inspections and examinations under which the indigenous pathshalas are now brought, should combine to raise the character and efficiency of the pathshalas a few degrees above their present low level.”

The table given below shows in one view the number and race of pupils and teachers of primary schools, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother tongue. In this return only 175 Muhammadans are shown against 3,881 Hindus at school. Of the total number 1,009 were able to read and write easy sentences in their mother tongue.—

Return showing the Number and Race of Teachers and Pupils in Primary Schools

SUB-DIVISIONS OF THE DISTRICT		NUMBER AND RACE OF TEACHERS				NUMBER OF PUPILS ON THE ROLL ON THE 1st MARCH 1875			Language and subjects taught	NUMBER OF PUPILS WHOSE NAMES WERE ENTERED ON THE ROLL ON THE 1st MARCH	
		Number of Pathshals	Total number	Hindus	Muhammadans	Total number	Hindus	Muhammadans		Could read and write easy sentences in their mother tongue	Could not read and write easy sentences in their mother tongue
Pathshalas supported by Government	Sadr	77	78	75	5	1,687	1,635	52	Nagri, Hindi, Persian, and Hindustani reading and writing and arithmetic and mensuration	317	1,370
	Jamoi	66	66	66		1,420	1,382	38		467	953
	Bogra Serai	16	52	10	12	919	861	85		225	714
Total in the district		159	196	179	17	4,026	3,881	175		1,009	3,017

VERNACLULAR MIDDLE SCHOOLS—There are nine vernacular middle schools—eight maintained by Government, and one by Raja Nili Nand Sing Bahadur at Jalladabad, attended by 32 pupils.

The fees realized in the eight Government schools amounted to Rs. 365-5, against Rs. 299-4 in 1871-72.

Twenty-one pupils passed the vernacular scholarship examination for schoolships, and nine candidates passed the same examination for certificates entitling them to appear at the pleadership examination.

The Deputy Inspector reports:—“Hindi has been introduced in all the schools, no boy is exempted.

“Much attention is paid to *hand-writing* in the Nagri and the Persian characters.

“No provision has as yet been made for teaching* the theory of surveying.

“The reading of manuscripts is also practised.

“Bodily exercises are encouraged.

“Particular attention is paid to mental arithmetic and dictation in Hindustani and Hindi.

“Nurpur and Husainpur schools made no progress during the year.

“Since September last Kharakpur school has been in the receipt of a grant of Rs. 22 a month from the Durbangah Raj.”

* I do not think Government can afford to give a special master for teaching surveying in vernacular schools. All that can be done in this direction is to require the Deputy and Sub-Inspectors as well as the head-master of each school to qualify themselves in the subject.—Commissioner.

Reports of Inspectors of Schools.

Besides the Hindi readers, the translations of the Government resolutions on education, published in the Behar newspaper were read in the schools.

MONGHYR HIGHER SCHOOL.—The head-master reports:—"Since the 1st of February last six pupil-teachers have been appointed for the instruction of the two lowest classes in English, agreeably to suggestions contained in Government letter No. 3085, dated 30th August 1872. Two of these pupil-teachers, who receive a monthly salary of Rs. 6 each, devote two hours each to the work of teaching; the remaining four on Rs. 3, each instruct for an hour each.

"The number of pupils on the rolls on the last day of the year stood at 181, against 153 on the 31st March 1872, which shows an increase of 28 pupils during the year under report. These 181 pupils are thus classified:—

"6 belong to the upper class of society.				
"143	"	"	middle	"
"30	"	"	lower	"

"Under suggestions contained in the same Government letter, the rates of fees have been reduced* in the two lowest classes from Re. 1-4 and 1, respectively, to As 8 each, with a view to bring the institution within the reach of poor boys. This change has been since 1st February 1872. In the four higher classes the rates continue as before, viz—

"Rs. 3-0	entrance class.
"2-8	second class.
"2-0	third class.
"1-8	fourth class.

"The total receipt from fees during the year have been Rs. 2,873, against the collections of the previous year, which amounted to Rs. 2,671-6-3.

"The net amount of Government grant expended during the year amounted to Rs. 1,940-9-6 only, out of Rs. 2,100 assigned for the support of the school.

"The accounts show a balance of Rs. 953-9-1 on 31st March 1873 at the disposal of the Committee, as per details given in the margin. The monthly cost to Government of educating each boy during the past year has been Rs. 1-0-8. During the year previous the cost to Government was Rs. 1-6-9. All the five boys of the highest class who went up for the last University Entrance Examination, held in December 1872, were successful. Out of 11 junior scholarships allotted to this circle, four have been won by Monghyr school. These scholarships are tenable for two years, and vary from Rs. 10 to 15 a month. The *Calcutta Gazette*, which gives the names of the junior scholars in order of merit, has on the top of the list of scholars in this circle, Advaita Charan Basu, a pupil of the Monghyr school, holder of a second grade scholarship of the value of Rs. 15 a month.

"The following list gives the names of the subscribers, and also the amount subscribed by each:—

	Monthly		
	Rs. A P.		
"1. Raja Lila Nand Singh Bahadur	80	0	0
"2. Kunwar Sri Nandan Singh	10	0	0
"3. Shah Mohsin Ali	5	0	0
"4. Shah Ali Ahmad	3	0	0
∴ Total	98	0	0

"With the exception of Nos. 3 and 4, the others have been subscribing regularly from 1st April 1869, for the purpose.

* The Committee should consider whether a reduction of fees in the more classes is practicable; at least a four years' course in an English school should be thrown open to the poorer classes if inclined to take advantage of them. It is of little use to make only the alphabet or two lowest classes accessible to the mass.—Commissioner.

Bhagalpur Division—Monghyr.

“Names of yearly subscribers for education of poor boys—

				Rs.	A.	P.
Kunwar Srinandan Singh	..	..	..	40	0	0
Pandit Sheo Prakash Misir	..	..	..	12	0	0
„ Nrising Prakash Misir	..	..	..	12	0	0
Babu Ram Prasad Das	..	..	..	18	0	0
Mahant Chaturbhuj Bharti	..	..	..	18	0	0
Ali Khan	..	..	..	18	0	0
Chaudhuri Ramjit Singh	..	..	..	18	0	0
Babu Manahar Singh	..	..	..	12	0	0
„ Ram Charan Singh	..	..	..	12	0	0
„ Khurk Das	..	..	..	12	0	0
„ Raghu Nath Datta	..	..	..	12	0	0
„ Hirdya Narayan Saha	..	..	..	12	0	0
Abdul Hussain	..	..	..	12	0	0
Munshi Kamruddin	..	..	..	6	0	0
Mohant Haragovind Das	..	..	..	6	0	0
Chaudhuri Ezarut Haq	..	..	..	6	0	0
Babu Mohendra Narayan Singh	..	..	..	50	0	0
Chaudhuri Muhammad Bakhsh	..	..	..	50	0	0
Total	..	..	..	326	0	0

“These have been regular subscribers since 1st January 1864, and have been the means of affording a free education to a dozen lads of respectable but poor parentage.”

A surveying master for this school is much needed

The Officiating Magistrate, Mr. Lockwood, has the following remarks on Monghyr higher school :—

“The Committee concur with the remarks expressed by the head-master regarding the uniform good conduct of the under-masters.

“Regarding the head-master, Babu Aghorey Chandra Mukhopadhyay, from what I have seen of him, I am certainly inclined to give him a very high character. He appears to be a thoroughly competent man, and he points with very proper pride to his two sons, both of whom write B.A. after their names, educated under him at the zilla school.

“The members of the Committee* of Public Instruction take great interest in the welfare of this school. They hold their meetings regularly, and examine the boys from time to time, and have at all times expressed much satisfaction with its progress.”

The head-master farther reports:—“The changes during the year have been as follows :—

“(1) The abolition of the post of second master immediately following that officer's absence from duty on leave, and the reduction of the classes from seven to six.

“(2) The abolition of the post of Bengali and Sanskrit teacher, and his subsequent retention as Hindi teacher.

“(3) The abolition of the post of Urdu teacher when the study of Urdu in Behar schools was prohibited by Government orders.

“(4) The abolition of the office of clerk and librarian.

“(5) The entertainment of six pupil teachers for the two lower classes paid out of the savings effected by abolishing the second master and clerk.

“Of these changes the second has been an unpopular measure with the Bengali residents of the station, who prefer giving their children instruction in Bengali instead of Hindi, as arranged here at present. The circumstances of these residents, it is reported, are not so favorable as to enable them to send their children to any school in Bengal where Bengali is taught along with English. The pupil teacher system adopted since February last is likewise unpopular with all classes of people who have their children in the two lower classes of the school. The pupil teachers therefore entered on their duties under considerable disadvantages. As yet their teaching has not attracted many new boys, although, as already stated, the rate of fee for those classes has been reduced from Re. 1-4 and 1 to 8 annas each. The increase of twenty-eight boys adverted to in paragraph 4 of this report has been chiefly in the upper classes. Allowing the system, however, fair and longer trial, I will make it a subject of a future report.”

I have already expressed my opinion that the abolition* of the second mastership was a grave error, and I doubt whether the Committee have not exceeded their powers in

* The Local Committee of Monghyr seem to take more interest in their work than those of any other district.—Commissioner

† I concur with the Inspector in holding that this arrangement of the Committee is not a happy one. The qualifications of the second master should be much on a par with that of the head-master. The Committee should see if they cannot restore the abolished second mastership, doing away with the last teacher's place in lieu of it.

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making an organic change like this in the constitution of the school without the express sanction of the Government. Moreover, I am inclined to think that the Inspector of Schools, who is *ex-officio* member of the District Committee, should be allowed an opportunity of expressing his opinion on all important matters to be brought before the Committee.

By the abolition of the second mastership on Rs. 50, the third master on Rs. 40, Bubu Mahendra Nath Ghosh, occupies the next place to the head-master; that is, a teacher on Rs. 40 is considered competent to teach the class immediately below the first class taught by a head-master on Rs. 150 a month, with a free house, and to take the head-master's place in his absence.

The report made by me on this subject at the request of the Director of Public Instruction was as follows:—

"I cannot recommend the abolition of the second mastership on Rs. 50 a month, when other higher schools find it necessary to provide second masters on Rs. 75 to 100 a month. I see from the budget estimate that the head-master's salary is set down at Rs. 175 a month. In the present state of the funds it seems necessary in the interests of the school to provide in the first instance a second master on Rs. 50 to 80 a month, after allowing Rs. 150 a month for the head-master. When this has been done, and a third mastership created on Rs. 50 to 60 a month, the head-master's salary might be further raised to Rs. 175. At present the second master's salary, Rs. 50, would be found, if the proposed estimate be cut down, as follows:—"

	Monthly Rs.
" Excess estimated for head-master's salary	25
" Ditto third master's	10
	35
" Add saving of the office clerk's pay	15
" Total	50

"I observed similarly that the "sanctioned salaries" of the present fourth and fifth masters, whom it is proposed to promote to third and fourth teacherships, are set down at Rs. 10 and 5, more than the salaries assigned to them by the Education Department."

Return of Race of Teachers of Higher and Middle Schools

		HIGHER SCHOOL					MIDDLE SCHOOLS					
		Government					Government	Aided			Unaided	
		Bengals	Bengals	Mahrattas	Chittrals	Other	Bengals	Bengals	Bengals	Chittrals	Other	Bengals
HINDUS—												
• Brahmans		5	1	1	1	6					1	
• Khetris or Kshetris							2					2
• Kayasthas			2			2	4	1			1	
• Nivāsaks		1				1						
• Sonarbumas				1			1					
Total		6	3	1	1	9	7	1			2	
MUHAMMADANS—												
• Sunnis			2		1	3	11		1		1	
• Christians—												
• Protestants									2	2		
OTHERS		1				1						
GRAND TOTAL		6	5	1	1	10	18	1	2	2		2

From the above return it appears that there were in the Higher school three Muhammadan teachers, five Bengali-Hindus, six Bengali-Hindus, and one Mahratta.

The next table shows the race of pupils of the same schools.

*Bhaqalpur Division—Monghyr.**Return of Race of Pupils of Higher and Middle Schools*

	HIGHER SCHOOL					MIDDLE SCHOOLS									
	Government					Government					Aided				
	English	Urdu	Farsi	Persian	Other	English	Urdu	Farsi	Persian	Other	English	Urdu	Farsi	Persian	Other
HINDUS—															
Brahmans	2	1				10								1	1
Kshatriyas or Kshatriyas						1								1	1
Valiyas															
Kayasthas	5	3				10								6	9
Nayaks															
Kulakars						17									
Somnathas															
Other castes above the lower		22				18								8	10
Total of Hindus	9	8				56								25	31
MUHAMMADANS															
Shi'as						6								1	
Sun'is		18				11								2	3
Total of Muhammadans		18				17								3	
CHRISTIANS															
Protestants		2	1												
Roman Catholics															
Total of Christians		2	1												
OTHERS															
GRAND TOTAL	9	11	1	1	1	73								28	31

From the table of creed and social position of the pupils given below, it appears that in the higher school there were 128 Hindus to 45 Muhammadans, besides 4 Christians and 4 others, of whom 145 belonged to the middle class, 50 to the lower, and to the upper while middle vernacular schools had 203 Hindus to 100 Muhammadans, of whom 71 belonged to the middle class, 252 to the lower, and none to the higher.

Return of Social Position and Creed of Pupils

			HIGHER SCHOOL					MIDDLE SCHOOLS									
			English	Urdu	Farsi	Persian	Other	English	Urdu	Farsi	Persian	Other	English	Urdu	Farsi	Persian	Other
Higher School	Government	Pupils belonging to upper classes															
		Ditto ditto middle															
		Ditto ditto lower															
Middle Schools	Government	Pupils belonging to middle classes															
		Ditto ditto lower															
		Total															
	Aided	Pupils belonging to middle classes															
		Ditto ditto lower															
		Total															
	Unaided	Pupils belonging to middle classes															
		Ditto ditto lower															
		Total															
		Total															

The next table shows the number of pupils in three stages of instruction.

Reports of Inspectors of Schools.

Return showing the Class of Instruction in the month of March 1873

CLASS OF SCHOOLS			Number of pupils in the school in March 1873	LOWER STAGE (Comprising pupils who have reached a standard equivalent to that of 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.)	MIDDLE STAGE (Comprising all pupils who are not enumerated in the other columns numbered 1, 3 & 4. Well prepared pupils are usually 1 or 2 years in this stage.)	PRIMARY STAGE (Comprising pupils who have not attained the standard of the 3rd class of a school, including the vernacular scholarships course. Pupils are usually four years in this stage.) (Can read, write and understand easy sentences in their own tongue) (Cannot read, write and understand easy sentences in their mother tongue.)	
				1	2	3	4
Highest School	Government	Boys	181	61	120		
Middle Schools	Government	Boys	271		111	83	77
	Aided	Boys	108	9	79	40	
		Girls	16		3	1	
	Total		124	9	82		
Unaided		Boys	49		16	6	10

Reports of Inspectors of Schools.

PRIMARY SCHOOLS.—The Officiating Magistrate, Mr. Kemble, reports:—

“The number of pathshalas opened in the district on March 31st was 115. Of these the Deputy Inspector says that 105 already existed* before the new rules came into force.”

Of this number, according to the Deputy Inspector's report, 48 are in the sadr sub-division, 25 in Arrariah sub-division, and 43 in Kishenganj sub-division.

“I thought it was much better to find out and subsidize existing institutions to which the people were accustomed in preference to bringing a young boy from some training school into a remote country village, where he would have to begin everything afresh. I was induced to take the course from personal inquiries made in the mofussil, and from complaints which came to my ears that the old ‘gurus’ were being turned out.

“We have not yet tried the experiment of bringing gurus into the sadr station to be trained, but I do not anticipate much difficulty in getting them to submit to this condition, to which all who have accepted the Government pay are bound, if only they are treated with ordinary civility, kindness, and firmness.

“My great difficulty has been to arrange for the punctual payment of the gurus. I have hitherto employed the police,† and in failure of any better agency, must continue to do so.

“The pay I have fixed at Rs. 5, 4, 3, and sometimes as low as 2.

“In the tables drawn by the Deputy Inspector of Schools, the fees paid by the boys and the various presents of clothes and food made to the village masters are not taken into account. I calculate that the pay of a village schoolmaster varies from Rs. 7 to 12 per mensem. Mr. Rattray's remarks on this head are worthy of remark. He says:—‘In addition to the Government grant some of these schools are aided by local grants ranging from 4 annas to Rs. 2-8, besides this money the teachers receives an anna from each boy at the end of the month. It is also the custom to present offerings to the Goddess of Wisdom, and very many of the boys present a pie and some rice or sweetmeats every Saturday. These offerings swell the income considerably; crediting all these items, each guru receives on an average about Rs. 7 a month. He also probably lives at the expense of the principal man in the village, the man who takes an interest in the school and provides a house’

“The subjects taught at these pathshalas are at present reading and writing Hindi in the Kaithi and Nagri character and simple accounts, and this is all, we can attempt till we can get the gurus to attend the training class. For the present it is enough.

“Now that the people have heard that Urdu—Persian as they call it—is not to be used in our‡ courts, they are not anxious to learn it. As long as summonses, notices, &c., were published in Hindustani it was only natural that the people should wish to learn the character and the language, not only with a view to obtaining appointments in the police and other departments under Government, but also for their own protection.

“The number of pupils on the rolls on March 31st, 1873, was only 2,584, or 1·8 per cent. We must not, however, forget that there are still many schools in the district which have not been enumerated, in any census or taken into any account whatever; there are especially a large number of boys who receive a very fair education from the gurus who are employed as private tutors to the sons of the richer classes, many of whom are, I hear, scattered about the country.

“In the report for 1870-71, the latest record from which information is available, we find that only 178 pupils were receiving instruction from schools aided or supported by Government in this district, whereas in this year the attendance at the zilla school alone is 110.”

There is a serious mistake here. The total number of boys at school, according to the returns, was 363 in the year cited, as shown in the margin.(a)

(a) Higher School	...	...	48
Normal Schools	.	.	11
Middle Schools			268
Primary School	...	...	36
Total	...	...	363

In the following year the number of pupils returned was 1,558, as shown in the extract from the General Report for 1871-72 quoted, in the margin.(b)

(b) Higher School	...	...	62
Middle Schools	...	...	270
Normal Schools	...	...	20
Primary Schools	...	...	1,216
Total	...	...	1,558§

The number of pupils belonging to the English higher school was only 63; the remaining 47 pupils belonged to the vernacular middle and training schools amalgamated with the higher English school in March 1873.

Mr. Kemble continues:—“Of the classes who attend the schools, we find that 75 per cent. come from the poorer classes, 23·7 from the middle classes, and 1·3 from the upper

* The *modus operandi* has not been the same everywhere. In Monghyr pathshalas were established almost entirely at villages where there did not exist any, and in Purneah where they already existed. In Bhagulpur a middle course was followed.—Commissioner.

† Under Government orders No. 1280 of the 27th March last, no question of the payment of the salary of the gurus was left to the discretion of the Magistrate. In this district the number of Sub-inspectors not being sufficient, the police are employed in distributing grants.—Commissioner.

‡ The popular opinion with regard to this subject is very satisfactory. With the exceptions of pleaders, muftians, and Muhammadians of the sadr station, all the people are said to be glad of the proposed change.—Commissioner.

§ This number did not include unaided pathshalas which would not furnish returns.—Inspector

Bhagalpur Division—Purneah.

classes. Of what are called the poorer classes, about 60 per cent. are agriculturists. Of the total, agriculture and land supply 543, trade 426, Government and private service 61, and 14 per cent. comes from other sources, such as mukhtiar, &c.

"The examination for primary scholarship has not yet been held.

"The great difficulty I think we have to contend with is the apathy, if not positive opposition, of the zemindars and other leading men in the villages. They, like others in other countries, are opposed to any movement for giving an education to the people. I have tried to induce them where they will not give grants of money to build school-houses, and in this I have been in some cases successful. I would, in fact, in many cases rather have a neat school-house built than have a grant of money promised which perhaps would not be paid. If a putnidar or leading man in a village builds a house, the school is called after him, and he gets some *kadar* among his neighbours which he would not obtain by giving money merely, and thus he and his dependants take more interest in the undertaking.

"I have lately heard a report from one village that we are sending all the boys to school with the intention of making them all sepoys, but this I merely look on as one of those silly rumours which are always going about the country. I, as far as I have seen myself, believe that the real intentions are generally understood and appreciated."

The officiating Deputy Inspector, Munshi Dwarka Prasad, furnishes a carefully drawn up and elaborate report, in which he has combined in a tabular form full particulars of the 115 pathshalas subsidized up to the end of the official year, showing which pathshalas existed before, and which are new pathshalas, the amount of grant made to each pathsala, with the date on which it was made, the number of pupils in each school, the language taught, the number of pupils who can read, write, and count in their mother tongue, the number who cannot, and the castes and professions of the pupils attending each school.

It appears from this table that only 10 of the newly-aided 115 pathshalas are new pathshalas, and that the number of pupils who were able to read, write, and count was 640, against 1,587 who could not.

"The Deputy Inspector notes that there are 25 pathshalas in Arrarya sub-division, 24 pathshalas and 19 mukhtabs in the sub-division of Kishenganj, and 47 pathshalas in the sadr sub-division." And he supplies a table of the number of schools in each thana classified according to their merits; 41 schools are classed as "fair," 29 schools, "moderate," 26 schools, "indifferent," and 20 schools, "bad."

Of Munshi Kamla Prasad,* the Sub-Deputy Inspector, the sub-divisional officer, remarks:—"With so zealous and indefatigable a Sub-Inspector as Kamla Prasad, matter must progress. He has worked very hard and it is in a great measure owing to this that even 25 schools have been started." The Deputy Inspector, however, does not report so favorably of Munshi Kamla Prasad. Thus the Deputy Inspector writes—"Though constitutionally energetic and painstaking, yet his performances are not such as I should have expected from his capacity. He does not carry out the instructions of his immediate superior. His annual report, which reached me too late, is meagre, and offers nothing worthy of extract." I see from the Deputy Inspector's report that the number of miles travelled by Munshi Kamla Prasad was only 1,636, while the Sub-Inspector of Kishenganj, Munshi Kali Sahai, travelled 2,358 miles, and the Deputy Inspector, 2,182 miles.

Of eleven pathshalas which I examined in the sadr sub-division, the best were pathshalas previously established by the department under teachers from our middle vernacular schools.

The following extracts are taken from my examination notes:—

Macdarghat pathsala. "The teacher is a pupil of Qasba middle Vernacular school; 30 boys present, all banyas; discipline, fair. Five boys can multiply up to $4\frac{1}{2}$ times (*dhanocha*). Three boys know *kharid bikri* (commercial arithmetic).

Ekamba pathsala. This is the best of the pathshalas I examined. It is a good school. There is discipline here, and manners and intelligence. Thirty pupils on the books. Three boys up to *kharid bikri*, the most advanced stage in the native system of arithmetic. The pupils read Nagri, 14 pages. Reading, fair; meaning of words, middling; explanation, fair.

Seventeen boys present. No boy knows *tak dam* (multiplying by half annas), nor land measurement according to the Native system; six boys can multiply up to $1\frac{1}{2}$ and $2\frac{1}{2}$ times. Only one boy can read Nagri. All the boys very dirty. The guru says they had not time to wash and be clean. Gave a lecture on the advantages of cleanliness. My audience acquiesce theoretically.

Madhwani muktab.

Consists of 4 boys, who learn Persian only; one boy middling; one boy knows nothing. No arithmetic and no Hindustani taught.

* An extract from these remarks will be sent to the Vice-President with a request to account for the difference in opinion. If the Sub-Inspector "does not carry out the instructions of his immediate superior," he should be turned out.—Commissioner.

Reports of Inspectors of Schools.

Eighteen boys present; eight boys can multiply up to $1\frac{1}{2}$ times. Only one boy answered the question, "What is the area of a field 13 cottahs by 10"

Tikapur pathshala

This is a private muktab in the city, held in the house of the proprietor who is sarishtadar of the Judge's Court. Six boys read Persian in this muktab—three Muhammadans and three Hindus.

Babu Ram Chand's muktab.

Three boys up to *kharid bhari* (practice). No boy could answer the following question,—“At $1\frac{1}{2}$ lbs. for $1\frac{1}{2}$ maunds, what is the price of $1\frac{1}{2}$ seers?”

Basantpur pathshala.

If the question had been—“At one maund for one rupee, how many seers for one anna?” the answer would have been given quite pat according to the empiric rule or table which is learnt by heart, *viz.* one rupee per maund is $2\frac{1}{2}$ seers for one anna, 5 seers for 2 annas, &c. But the principle of the rule, *viz.* as one anna is 16 times less than one rupee, so also the number of seers for one anna must be 16 times less, *i.e.* $\frac{1}{16}$ — $2\frac{1}{2}$ seers, is not understood, because it has never been discussed, and the end of all knowledge, mental discipline is missed, for the minds of the pupils are not exercised.

I know that in making the above remarks I am running the risk of being misconstrued. Unfortunately the department has given too much cause for the reproach of undervaluing and neglecting practical* knowledge though its persistent demands for industrial schools for the masses is one great fact in its favour. I think, however, that to advocate the importance of rational teaching and mental discipline need not be to under-rate practical knowledge, because in fact there can be no thorough theoretical knowledge or generalization without a preliminary course of instruction in practical knowledge. I have always maintained that the practice should go before the theory in every branch of school instruction, because (1) it is the natural process by which all knowledge is acquired, and (2) the theoretical is simply unintelligible without the practical. But I contend only that we should not stop where we must needs begin. Undoubtedly the simple practical arithmetic of every day life is the first thing to be learnt, for the simple reason that man must eat to live. But if this same knowledge, and the readiness with which a certain class of sums are worked out by native methods, can be attained in a more rational and interesting as well as shorter way, this way should be kept in view and adopted wherever it is possible to adopt it. To teach this better method will be the office of the guru training school.

“The mahajani and bazar accounts and multiplication tables of the pathshalas, are not” says the Deputy Inspector “efficiently taught by the gurus.” I have frequently proved this by the examinations I have held. In towns and large villages the gurus are more efficient.

The muktab,† however, are the chief difficulty. The course consists of Persian only; the Meams are mostly incompetent, the text-books are often ill selected, and the mode of teaching is intensely mechanical. But they are wedded to their old ways, and they refuse to introduce new subject and better methods. A knowledge of Persian (*padshahi zabān* or court language) is the distinctive accomplishment of a native gentleman. Arithmetic is for banias and tradesmen.

Of pathshala gurus, the sub-divisional officer, Mr. Rattray, remarks.—“The gurus are as a rule quite ignorant of the printed Devanagari; their knowledge is confined to the *Kaithi Hindi*, and this, I think, is very much preferred by all classes.”

Competent teachers are hard to get in Purneah. The guru training class will supply teachers for primary schools, if *this training class is put under a competent Superintendent, who is familiar with the language and the principles of teaching.* Such a Superintendent would have been the head-master of the abolished Training school, Munshi Futeh Bahadur, who was judiciously put in charge of the Vernacular department of the amalgamated higher and Normal schools by the Vice-President of the District Committee, Mr. Komble. But Munshi Futeh Bahadur has since resigned the post of second master of Purneah higher school, where he was getting only Rs. 50 instead of Rs. 75 a month, which he drew as head-master of the abolished Training school, and I have failed to find any one qualified to take his place.

Then there are the middle Vernacular schools for which trained teachers will be wanted as vacancies arise. Bhagalpur Training school might supply such teachers; but Purneah is notoriously unhealthy, and men won't go to Purneah to be laid up half the year with fever, and perhaps lose their lives in the end.

* Certainly practice should precede theory, particularly at the first outset of a new system, and where the mental capacity of the people is too feeble to understand the latter. We cannot have a regular practical system of education carried out till a sufficient supply of teachers has been trained up. The training schools therefore require our best attention.

† The time is not perhaps far distant when we shall see muktab, particularly in the interior, gradually giving way to pathshalas. Persian or Urdu is learnt more on account of its being the court language, and the only means of securing employment under Government than for any other object. Meanwhile the principle was very clearly laid down in the Government orders that before a muktab could be aided, it must adopt a system of teaching which would be really useful.—Commissioner.

Bhagalpur Division—Purneah.

The Deputy Inspector continues:—"Proper accommodation for the pathshalas is needed. At present many pathshalas are held in out-houses and in open verandahs, and sometimes in the open or under the shade of trees

"I gladly remark here that though we have not fettered the discretion of gurus to maintain any strict discipline in their pathshalas, yet the irregularities and disorders which formerly prevailed in them are greatly discouraged since they were brought under departmental inspection. Some of the gurus were long accustomed to desert their pathshalas and to go away without notice when and where they pleased; but now they are in their place doing their proper work."

The table given below shows the number of miles travelled by the Deputy and Sub-Inspectors, the number of schools under inspection, the number of visits paid to each, and the number and value of books sold during the year.

INSPECTING OFFICERS.	Number of miles travelled during the year	VISITS PAID TO THE SCHOOLS DURING THE YEAR					NUMBER OF SCHOOLS UNDER INSPECTION				Number of books sold during the year	Price for books sold during the year
		Government schools	Government Vernacular schools	Government schools	Pathshalas &c.	Total	Government schools	Government Vernacular schools	Pathshalas &c.	Total		
Munshi Dwarka Prasad, Officiating Deputy Inspector	2182	1	26	3	75	105	3	1	116	120	1124	Rs. As. P. 23 9 0
Munshi Kunda Prasad, Sub-Inspector of Schools Arrarya	1636	1	27	2	148	178	3	1	25	23	115	22 11 0
Munshi Kahi Sahu, Sub-Inspector of Schools Kishenganj	2338				150	152	3		43	46		

The number of visits paid to the schools do not exceed the low figure noted in the column 5 of this table that is 105. If it were possible for me to visit 116 pathshalas even once in my quarterly inspection, the number of visits paid to them in one year would have been exactly four times greater than the number of pathshalas.

It must be noted, however, that the system of aided pathshalas was only introduced in December 1873

The Deputy Inspector submits a very long list of names of the friends of education. Education ought to go ahead fast in Purneah under such auspices. The next year's report should be interesting.

The table given below shows in one view the number and race of pupils and teachers of primary schools, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother tongue. The number of Hindu pupils was 1,272, and of Muhammadans, 852. Of the total number, 650 were returned as able to read and write easy sentences in their mother tongue.

Return showing the Number and Race of Teachers and Pupils in Primary Schools

SUB-DIVISION OF THE DISTRICT	Number of teachers	NUMBER AND RACE OF TEACHERS				NUMBER OF PUPILS ON THE ROLL ON 31st MARCH 1873				Languages and subjects taught	NUMBER OF PUPILS WHO CAN READ AND WRITE EASY SENTENCES IN THEIR MOTHER TONGUE	
		Total	Hindus	Muhammadans	Total	Hindus	Muhammadans	Others	Total		Total	Hindus
Sadr	48	30	33	17	1048	712	337			Hindi, Bengali, Hindustani, and Persian and bazar accounts, &c.	379	60
Kishenganj	43	43	7	36	683	48	600				240	44
Arrarya	25	25	15	10	546	138	408	1			36	10
Total	116	118	55	63	2277	1272	852	13			655	114

MIDDLE VERNACULAR SCHOOLS.—Mr. Kenble reports:—

"These schools are at Qasba, Arrarya, and Dholbhajja; I have visited all of them. I was pleased with the manner in which the pupils were taught in the two former, but at Dholbhajja I saw nothing but failure.

Reports of Inspectors of Schools.

* "At Qasba the school is attended by the sons of the mahajans and rice merchants of that important mart, and I was much pleased when I visited the place, by the interest evidently taken in their duties by the masters."

The Deputy Inspector says:—"This school has made great progress under Pandit Prithi Pal Pande, who commands the respect of his pupils and of the inhabitants."

"The number of pupils on the rolls at the end of the year was 100, against 66 at the corresponding date in the preceding year. Eight boys were sent up to the Vernacular scholarship examination, but I regret to say, that contrary to my expectation, all passed in the third division only."

In the year before only four pupils passed.

"All the subjects of the course are taught in simple Hindi."

"The pupils have been taught the use of the plane table and prismatic compass, so much more readily learnt in their mother tongue."

The Magistrate, Mr. Kemble remarks—

"I visited the Qasba Model school this afternoon, and found 80 boys present out of 100 borne on the books—all Hindus. Examined a few boys in each class in reading, writing and arithmetic, and the upper class in geography, and was much pleased with the answers given to my questions. The head-master, Pandit Prithi Pal Pande, has recently opened a class in surveying. I saw some plans prepared by the boys, the work is simple but practical. The master does not attempt to teach much, but he seems to teach well all that is necessary to give the sons of traders, which most of the boys in the school are, a useful education. I noticed that the boys who were ready first with a correct answer to a simple sum in proportion, worked it out by Native method, something like what we call practice. The boys all read Mahajani and write in Kaithi, the very small boys with chalk on the hardened ground, the next highest class with a chalked-brush on a black board. All the boys appear to be sons of well-to-do men, yet they only pay about four annas a month, the school being entirely supported by Government. The head-master from Bhagalpur Training school appears to take interest in his work."

"Munshi Fateh Bahadur, head master of the abolished Training school, delivered a lecture on Astronomy at this school—on the shape of the earth, the causes of day and night, the seasons, &c."

This school has supplied many efficient teachers for pathshalas.

"My own examination notes confirm in some degree the favorable estimate of this school which has been just recorded."

Of Arrarya the sub-divisional officer, Mr. Ratray, reports:—

Maulvi Waris Ali took a very great interest in the school, and it was owing to his exertions that so handsome a subscription was raised. People were given to understand that Persian and English would be taught, and they readily subscribed. In December last there were about 70 pupils attending.

"When the recent Government Resolutions were published, English and Persian were abolished, and Hindi exclusively introduced. For the purpose of attracting a large number of pupils, the school was removed to Arrarya. It was, however, found that English and Persian having been replaced by Hindi, the majority of the old pupils kept away, and although perhaps 60 boys attended the Hindi class, people objected or refused any longer to subscribe. It was thus found compulsory to revert in a manner to the former state of things, and again introduce English and Persian. It is now proposed to pay the English and Persian teachers from the subscription† and the two Hindi teachers from the Government grant, but all the pupils will be required to attend the Hindi classes. Those who desire it will also be taught English or Persian."

"There has been great difficulty in getting men to accept the appointment, and the few who are available in the Training schools of Behar object to Purneah."

As I understand the Government Resolution, the Lieutenant-Governor does not object to Persian, provided the pupil can read and write his mother tongue with facility.

The Magistrate, Mr. Kemble, writes as follows.—

"Visited the school at Arrarya with the Deputy Magistrate, found 29 names in the book, and 28 boys in attendance; heard all the classes read Persian in which all appeared to take interest. The first class read pretty well, but only one boy worked out correctly a simple Rule of Three sum. No one in the first class said on what river Purneah was situated, and only one knew that Calcutta was on the Hughly."

"I am glad to find that a master has been engaged to teach Hindi, and now hope that more Hindus will attend the school."

* The remarks in the following few paragraphs show that this school is doing very well. The schooling fees should be raised, if possible.—Commissioner.

† I approve of the proposals to teach English, Persian, and Hindi in this school, all the pupils being compelled to read Hindi, and the English and Persian being made optional languages.—Commissioner.

Bhagalpur Division—Purneah.

Three pupils passed the Vernacular scholarship examination in the third division.

“By the influence of the late Deputy Magistrate, Syud Waris Ali Khan, and his successor, Mr. Rattray, the amlas, rajas, and land-holders of the sub-division have willingly contributed to pay a subscription of Rs 521-8 for this year, for the support of the school.”

Dholbajja.—Six pupils went up to the Vernacular scholarship examination. One passed in the first division, one in the second, and two in the third division. This is the first year in which any pupil went up to this examination.

Fever prevailed in this place for five months. Every teacher was prostrated, as well as other teachers who were sent to supply their places. Finally, when no competent head-master would accept this post, the first-class boys were sent to the middle Vernacular school at Purneah for instruction. The credit of their success at the Vernacular scholarship examination, therefore, belongs to the teachers of Purneah school.

Mr. Rattray remarks :—“There appears to be a great dearth of teachers in Behar.”

The success of the pupils has given Dholbajja school a good spurt, and the inhabitants now regard it with much affection and esteem.

AIDED MIDDLE ENGLISH SCHOOL.—Mirza Muhammad's school* in the city is a failure. Inefficient teachers—small attendance—smaller results. This has been the history of this school during the eight years of its existence. The Deputy Inspector reports that he visited the school three times. He found very few boys in attendance, the teachers negligent, and the pupils deficient. This school teaches up to the minor scholarship standard; but no boy has ever been sent up to this examination. The pupils are especially backward in their vernacular and in mathematics. The Maulvi is a Persian scholar; but he has no notion how to teach. He is no better than a Myan Ji of a private muktab. There is no classification. Every boy reads a different book, just as he does in a muktab.

My own examination notes are hardly less unfavorable than my reports of previous years.

PURNEAH HIGHER SCHOOL.—The head-master reports.—“Of the total number of 110 boys that were on the rolls on the 31st March 1873, 63 received instruction in English and vernacular, and 47 in the latter only. In 1867-68, the year before I assumed charge, the number on the rolls was 32; that is, during the last four years there has been an increase of more than 96 per cent. over that of 1867-68.”

The head-master takes credit for an addition of 47 pupils who learn the “Vernacular only:” under which designation are included the pupils of the abolished Training and middle Vernacular schools, who were transferred to the higher English school in March 1873.

Babu Kali Mohun Chauduri is fairly entitled, however, to the credit of raising the number of pupils from 32 to 63 in four years. But it must be noted, that up to the date of the amalgamation, according to the quarterly return for the previous quarter, ended December 1872, the number of pupils borne on the rolls of the schools was 55. Eight of the 63 pupils, therefore, are probably pupils of the training and middle Vernacular schools who have begun English since the amalgamation.

“Schooling fees collected in 1867-68, amounted to Rs. 5-9 against Rs 883-8-9 realized last year, that is, there has been an increase of more than 73 per cent. during the last four year.”

The head-master gives a comparative table of attendance and fees according to which the attendance in Purneah school had increased 69·5 per cent., and the fees realized 68·6 per cent. in four years; while the average rate of increase in six other higher schools during the same period was 26·1 and 39·4 respectively.

The figures given in this table have been tested in my office, and they have been found all wrong. For the increase of 69·5 and 68·6 per cent. claimed for Purneah higher school, read +18·84 increase, and—8·10 decrease; and, for 26·1 and 39·4 per cent. credited to other six higher schools, read 33·56, and 19·2 increase; a widely different result from that shown by the head-master.

This school has never enjoyed the popularity and status which it had up to December 1863 under Babu Khetra Mohan Mukhurji, now a successful pleader in the Calcutta High Court.

One pupil passed the Entrance Examination in the third division.

The annual examination was conducted by W. Kemble, Esq., Lockwood, Esq., T. Wyer, Esq., Babu Govind Chunder Banurji, Babu Parbati Charn Doss, Babu Dwarka Prasad.

The Magistrate, Mr. Kemble, writes:—“The attainments of the examinees were not satisfactory. It is worthy of remark that in dictation, arithmetic, and English literature, two boys of European extraction, Burke and Almeida, did best.”

The head-master thinks that “the boys would have acquitted themselves more creditably, if they were examined on the several dates appointed. A week or two passed away before a few subjects of one or two classes were taken up, then another interval of like duration elapsed before another class was examined, and so on; literally the annual examination thus “Dragged its slow length along.”

* The Vice-President of the Education Committee will be asked to take measures for improving the status of this school.

*Reports of Inspectors of Schools**Return of Race of Teachers of Higher and Middle Schools*

	HIGHER SCHOOL			MIDDLE SCHOOLS				
	Government			Government		Aided		
	Bengalis	Beharis	Total	Beharis	Total	Bengalis	Beharis	Total
HINDUS—								
Brahmins	1		1	2	2			
Knyasthas			1		2	1	1	
Other castes above the lowest				4	4			
Total of Hindus	1		2	6	6	1	1	2
MUHAMMADIANS								
Shi'as								1
Sunnis		1	1					
Total of Muhammadans		1	1				1	1
GRAND TOTAL	1	1	2	6	6	1	2	3

According to the above table in the amalgamated school, the only two Behari teachers belonged to the late Training and middle Vernacular schools, while in the English higher school, besides the Hindustani teacher, all the English teachers were Bengalis. Hence it is impossible to get fairly intelligible and idiomatic translations in the Vernacular of the district. In middle Vernacular schools all the eight teachers were Hindustanis.

The next table shows the race of pupils of the higher, middle and Normal schools.

Return of Race of Pupils of the Higher, Middle, and Normal Schools

	HIGHER SCHOOL					MIDDLE SCHOOLS					NORMAL SCHOOL		
	Government					Government		Aided			Government		
	Bengalis	Beharis	Hindustanis	Muslims	Total	Beharis	Bengalis	Bengalis	Beharis	Total	Bengalis	Beharis	Total
HINDUS													
Brahmins	1	5			6	14	2		1	1		3	
Vaidyas						5							
Knyasthas					20		2		1	1			
Navasthas					10		10		4	4			
Sambhans					10		10						
Other castes above the lowest					10		10	1		1			
Domes Chandals Haris					1		1						
Total of Hindus	1	5			10	14	2	1	6	7		4	4
MUHAMMADIANS—													
Shi'as						20	20		6	6		1	1
Sunnis	2	10			12	17	17		7	7	2	2	4
Total of Muhammadans	2	10			12	37	37		13	13	2	3	5
CHRISTIANS													
Roman Catholics			5		5								
OTHERS				1	1								
GRAND TOTAL	3	15	5	1	24	51	59	1	19	20	2	7	9

Bhagalpur District — Purneah

The table of social position and creed which follows presents no striking feature except that while in middle schools 22 pupils are returned as belonging to the upper classes, no pupil of the upper classes appears in the higher English school

Return of Social Position and Creed of Pupils

				Hindus	Muhammadians	Christians	Others	Total	
Higher	Government	Pupils belonging to middle classes			38	11	4	1	54
		Ditto ditto lower				1			9
		Total			41	17	4	1	63
Middle	Government	Pupils belonging to upper classes			2				2
		Ditto ditto middle			48	7			55
		Ditto ditto lower			9	12			21
		Total			59	19			78
	Aided	Pupils belonging to middle classes			2	8			10
				6	4			10	
Total				8	12			20	
Normal	Government	Pupils belonging to middle classes			4	1			5
		Ditto ditto lower			10	4			14
		Total			14	5			19

The next table shows the number of pupils in three stages of instruction —

Return showing the Class of Instruction in the month of March 1873

CLASS OF SCHOOLS			Number of pupils in the month of March 1873	UPPER STAGE <small>(Pupils who can read and write in the English language and understand the meaning of the English text-books. Pupils who are in the 3rd class of the Vernacular School and are usually 10 years of age in this stage.)</small>	MIDDLE STAGE <small>(Pupils who can read and write in the English language and understand the meaning of the English text-books. Pupils who are in the 2nd class of the Vernacular School and are usually 8 years of age in this stage.)</small>	PRIMARY STAGE <small>(Pupils who have not attained the standard of the 3rd class of the Vernacular School and are usually 7 years of age in this stage.)</small>
				1	2	
Higher Schools	Government	Boys	63	17	8	
Middle Schools	Government	Boys	209		1	74
	Aided	Boys	20	3	5	
Normal Schools	Government	Boys	19	10		

Reports of Inspectors of Schools

SANTIAL PARGANAS.

According to the census, this district covers 5,188 square miles, and has a population of 12,59,287 souls—Hindus 650,210, Muhammadans 79,786. Of this number, 2,307, or above

* These belong to the Church Missionary Society's schools, from which returns have not been received

one-sixth per cent., were at school on 31st March 1873, according to the returns; 793 Hindus, 48 Muhammadans, 497 Santhalis, 14 others, and 555* not specified

The number of schools of each class, the number of pupils in attendance, the languages taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year, are exhibited in the sub-joined table.

CLASS OF SCHOOLS	NUMBER OF INSTITUTIONS	NUMBER OF PUPILS ON THE ROLL				PUPILS LEARNING				RECEIPTS FROM				EXPENDITURE				COST OF EDUCATING EACH PUPIL				NUMBER OF GIRLS ATTENDING								
		On 1st March	On 31st March	Increase or decrease in number attending	Average number of pupils on 1st March	English	Bengali	Hindi	Sinhalese	Government	Fees and fines	Other sources	Total	Rs	A	P	Rs	A	P	Cost to Government	Total Cost									
Higher Schools	{	1	61	224	112	14	15	11	61	2400	0	2315	15	5	67	11	0	39	0	2	87	0	5	80	14	6	1	4	0	
		2	143	1201	1026	1840	1147	1222	110	2032	18	2433	16	0	9411	24	0	5636	14	0	16	0	47	14	7					
Middle Schools	{	2	44	180	149	48	0	0	44	43	0	932	14	5	101	4	0	93	0	2	520	2	0	1	5	4	4			
		3	146	1888	1077	1751	1141	12	156	2460	0	1695	4	0	378	10	0	1381	0	2	57	14	0	7	2	10	1			
Primary Schools	{	48	900	864	671	9704	1025		279	711	113	10	+	1501	4	0	162	4	0	3218	8	0	218	8	0	11	0	34		
		15	101															339	5	0	336	5	0	8	0	5	0			
		40	798							1025	0	18	0	0	0	0	0	57	2	0	1180	2	0	1180	2	0				
Normal Schools	{	4	125	150	154	2574	151		126	107	11	25	+	769	1	0	471	4	0	828	0	0	5	2	0	53	4	1	29	
		1	9	11	0	16	1344		9	0	0	0	+	1	0	0	51	0	0	0	0	0	2	13	1	0	2			
Girls Schools	{																													
* Average Rs. 6.25 per annum is shown. (111																														

* A grant of Rs. 600 per annum is given to the Mission.

Bhagalpur Division—Santhal Parganas.

Up to the close of the official year no aided pathsalas under the pathsala scheme were reported. The Deputy Inspector, as well as the two Sub-Inspectors for Bhagalpur and the Santhal Parganas, were required by the Magistrate of Bhagalpur to start the pathsalas allotted to this district, and they could not be spared* therefore for the Santhal Parganas.

Looking at the numerous sub-divisions in Bhagalpur and Santhal districts, it was proposed† by the Officiating Inspector, Mr. Gordon, in his letter dated the 16th August 1872, that of the two Sub-Inspectors of Monghyr, the 2nd Grade Sub-Inspector should be transferred to Bhagalpur and the 1st grade Sub-Inspector of Bhagalpur to Santhal Parganas. On the 30th September, however, there came out the resolution on education, under which the number of aided pathsalas, and the work of the inspecting agency were greatly extended, and both Sub-Inspectors were required by the Magistrate of Monghyr, one for each sub-division.

Under Government Resolution of 7th January, the subordinate inspecting agency was posted, as recommended by the Officiating Inspector, on 16th August, as above stated, and one Deputy Inspector was sanctioned for the Santhal district. No other provision was made for the accession of work under the new scheme. According to this Resolution, one of the Sub-Inspectors of Monghyr should have been ordered to Bhagalpur, to replace the first grade Sub-Inspector of Bhagalpur, who had been posted to the sub-division of Godda, Santhal district. He was retained, however, for the work to be done in Monghyr. Indeed, if he had been sent from Monghyr, the seventy-one aided pathsalas, reported to have been set up in Jamoi sub-division at the close of the official year, would probably not have been started. Just as elsewhere, no work is reported from sub-divisions where a Sub-Inspector was wanting; the loss to the Santhal district therefore has been Monghyr's gain.

On 15th February, Babu Gobind Chandra Sinha was nominated Deputy Inspector of the Santhal district. On the 10th April, however, after he had been but a few days in the post, he tendered his resignation on the plea of ill health; and on the 20th April, Babu Giridhari Basu was nominated by the Inspector, and immediately appointed in his place.

I believe the work of setting up aided pathsalas has been actively proceeded with since, but no report of the progress made has been received in my office up to this date, 30th June.

The Deputy Commissioner's report:—"I was engaged on special duty, that is, the settlement of Pargana Hudweh, throughout the whole of the Camping season, and only returned to head-quarters on the 1st instant.

"The area of the Santhal Parganas is 5,488 square miles, which is 631 square miles larger than Purneah; 1,611 than Bhagalpur; and 1,575 than Monghyr. The educational staff therefore will have to travel considerable distances, and I do not think we can efficiently manage without three Sub-Inspectors, one for the Deoghur and Godda sub-divisions, one for Rajmahal, and the eastern portions of Dumka sub-division, (Ambar and Sultabad), the third to supervise the schools in the sadr sub-division."

As the field is partially occupied by two missions, as it is not in other districts, possibly two Sub-Inspectors might suffice, the sadr sub-division being managed by the Deputy Inspector, who would exercise besides a general supervision over the other sub-divisions. The district of Monghyr should, I think, have two Sub-Inspectors as before. Even one Sub-Inspector for each sub-division is perhaps hardly sufficient without an inferior grade of thana Inspectors, as pointed out by Mr. Campbell.

AIDED CHURCH MISSION SCHOOLS, TALJHERI.—The Deputy Commissioner quotes the report of the Revd. J. Brown, from which the following are extracts:—

"In Taljheri itself there are four schools, *viz.*, the training school, the practising school, the girls' school and the infant school.

"The village primary schools were attended by 154 boys, and nine girls.

"In regard to the choice of Bengali as an alternative language, the Revd. J. Brown observes: 'I would give Bengali precedence before Hindi; it is more generally spoken than Hindi in the greater part of Santhal Parganas; especially, the Santhals are more acquainted with Bengali than Hindi, they having, very many of them, lately come from the southern districts of Birbhum, Bankura, &c. Moreover, in Bengali we have more school book literature than we have in Hindi; we cannot yet confine our teaching to Santhal, because it will be some long time before we get scientific books written in Santhali

* The non-deputation of the Inspector from Bhagalpur (rather from Monghyr) was not the only cause why no work was done within the year. The late administrative changes in the Parganas, and the settlement work under the new Santhal Regulations fully occupied the district officer's time, and he was unable to give any attention to matters of education. But I cannot wholly exonerate Mr. Wood from all blame. If he had set the sub-divisional officers at work, there would have been at least some progress.—Commissioner.

† The Government orders No. 73 of the 7th January last, regarding the distribution of inspecting agency, were received on the 12th idem, and if the Inspector had passed orders in time for the necessary changes to be carried out, as he should have done, the district officer would not have been without a Sub-Inspector. Certainly, Monghyr gained at the cost of the Parganas, and if additional Sub-Inspectors for the former were necessary, the matter should have been referred, but under any circumstances the Government orders making the distribution should have been carried out to the letter and not neglected. I became aware of this neglect not until the year had long expired, when I immediately passed necessary orders about the transfer.—Commissioner.

Reports of Inspectors of Schools.

HIRANPUR.—"The Revd. H. Davis is in charge of this station. The boarding school is in a flourishing condition. It had 36 boys on the rolls on the 31st March 1873, against 31 on the same date of the previous year, the average attendance being 30. Of the 36 boys, 25 were Santhals, nine Bengalis, one Paharia, and one Bhuryan.

"There were 14 village schools under the charge of the Revd. H. Davis. The total number of boys on the rolls, including the boys of the training school, was 214.

GODDA.—"The most important school in the sub-division is the training school at Pathra, the head-quarters of the Revd. A. Stark.

"The number of boys on the rolls on the 31st March 1873 was 35, the average attendance being 24. Of the 35 boys, 33 were Santhals and Paharias. The progress of the boys, during the period under review, was most satisfactory and commendable.

"Through the kind exertions of Mrs. Stark, a girls' school was opened in the middle of March last. Seven boarders and four day-scholars attended the school on the 31st March last.

"In addition to the training schools, Mr. Stark had under his charge 20 village schools. The number of scholars in these schools, including the boys of the training school, was 520, of which number 8 were girls; the average attendance being 335, or 64·42 per cent. Of the total number, 520, 300 were Santhals, 8 Paharias, and 20 Muhammadans and 192 Hindus.

"Hindi* is the chief language taught in all the Godda schools. In some Bengali and also Santhali are taught.

"The total number of schools in the Santhal Parganas under the Church Missionary Society was 17 on the last day of the year under report; 956 boys and 38 girls attended the schools, the average attendance being 695, or 69·91 per cent. The percentage of attendance is not very satisfactory. The Revd. Mr. Stark reports that there was considerable difficulty in securing the regular attendance of the pupils, and that a little improvement in this direction is expected during 1873-74. Government pays half the expenditure on account of these schools."

The Training school at Benagaria had 59 pupils at the close of the year. "In February last there were 110 pupils; but, in consequence of the want of funds, their number was reduced to 59, and the teachers, from seven to four.

"In connection with this institution there were five village schools, and the number of pupils 50; of whom five were girls, eight Santhal converts, and the rest Santhals. Elementary subjects were taught in Bengali and Santhali.

"The education imparted in most of the schools under the Mission Societies was of a pure indigenous character, the object being to enable the boys to read, write, and work farms in the native way, in their own language, and in the characters current in the district."

"There were also five primary schools under the Revd. L. Skrefsrud on the last day of the year 1872-73; four of them being in Christian villages with Christian teachers. The peculiar feature of these schools is, that both young and old, male and female, study together.

"There were 27 pathshalas established under the Indian Home Mission to Santhals, as per Government order No. 2107 of the 26th June 1872; 338 Santhal pupils were attending these pathshalas on the 31st March 1873, and were taught in Bengali and Santhali.

"The Deputy Inspector of Schools, Bhagalpur and Santhal Parganas, last year inspected some 15 pathshalas, attended by 101 boys. Instruction in all these was given in Hindi. No detail as to the management or efficiency was given.

"The Extra Assistant Commissioner of Godda is the only officer who submitted his report in time. The Extra Assistant Commissioners of Deoghur and Rajmahal have not as yet sent in their sub-divisional reports to this office; and as my district report is now overdue, I am unable to wait any additional information these officers might have been able to afford me.

"The Extra Assistant Commissioner of Godda reports: that there were on the 31st March last, 48 indigenous pathshalas in his sub-division. In regard to the manner in which these pathshalas were first started, the Extra Assistant Commissioner reports that in most cases a teacher was first employed to instruct the children of some well-to-do residents of the village; those who could afford it had their children also taught. The languages taught in these pathshalas were Persian, Hindi, and Bengali. The fees are sometimes paid in money, and sometimes in kind.

"In the Dúmká sub-division there were 61 indigenous pathshalas on the 31st March last, in most of which instruction was imparted in Bengali, that being the current vernacular of the sub-division.

DEOGHUR SUB-DIVISION.—I examined four pathshalas* in this sub-division. In Rohni pathsala, taught by Ram Charan guru, 41 students are on the roll; three boys have learnt *Pansari* tables, and up to 11 times 20; four boys can multiply up to 3½ times 20. No boy has learnt yet the half anna tables (*tak dam*). These boys write Bengali.

* I find from inquiries made that Hindi is suited for the sub-division of Godda only, and Bengali for the others. The Santhal population, which is smaller than the Deshis, generally understand the latter. The Santhali, which is strictly not a written language, cannot be introduced.—Commissioner.

† The number of existing pathshalas in the parganas is very small. They call for no particular remarks.—Commissioner.

Bhagalpur Division—Santhal Parganas.

In Deogurh pathsala, taught by Buryad Lal guru, 15 boys were present out of 25;—three boys can multiply up to $4\frac{1}{2}$ times 40. The others up to three times, six times, &c

In Deogurh school taught by Ram Lal guru, 36 boys are on the rolls; 16 boys present at the examination; four can multiply up to $3\frac{1}{4}$ times 100. The rest are beginners.

In Rohni pathsala, (unaided) taught by Sukh Lal Pande, are only eight boys, of whom five were present. This is a Sanskrit school in which the boys learn *byakaran* and *jotish*. The common *bhāshā* does not pay, the brahman pupils say. Arithmetic is not taught in this school.

The table given below shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus, Muhammadans and Santhals at school, the course of instruction and the number able to read and write easy sentences in their mother tongue. The number of Hindu pupils was 117, of Muhammadans 20, and of Santhals 388. Of the total number, 110 were returned as able to read and write easy sentences in their mother tongue.

Return showing the Number and Race of Teachers and Pupils in Primary Schools

Sub-Division of the district	Number and race of teachers					Number of pupils on the rolls on the 31st March 1873					Language and subjects taught	Number of pupils who on the 31st March 1873		REMARKS
	Native	European	Hindus	Muhammadans	Sanskrit	Total number	Hindus	Muhammadans	Santhals	Others		Can read and write easy sentences in their mother tongue	Can read and write easy sentences in their native tongue	
Sadr sub-division	12	13*				320	301	5	14		Bengali, Hindi and Arithmetic	121	199	Supported under orders of 30th September 1872
Ditto	1	1	1			30	30				Bengali, Primary Scholarship Course	11	19	Receiving grant from Reward Fund
Ditto	27	27			27	388			388		Bengali and Santhali			Established under Government orders No 2107 dated 26th June 1872, and under management of Revd Sketsrud
Ditto	15	15	12			101	56	15			Kathi Hindi and Persian	8	9	Receiving no grant from Government
Total	55	56	13	3	27	839	417	20	388	14		140†	311†	

* Bengalis, but whether they are Hindus or Muhammadans is not mentioned.

† The return showing how many pupils out of 388 pupils of 27 pathsalas under Mr Sketsrud, can read and write and how many cannot, has not yet been furnished.

MIDDLE AIDED SCHOOLS, (ENGLISH) RAJMAHAL.—“There were 75 boys on the rolls, 22 Brahmaus, 2 Khetris, 3 Vaidyas, 9 Kayasthas, 17 Nāvasaks, 5 Kaurthas, 9 of other castes, and 8 Muhammadans.

“Of 2 boys sent up to the minor scholarship examination, 1 passed in the second grade and obtained a scholarship of Rs. 5 a month.

NOTE.—This school is situated in the sadr sub-division of Dúmka. The number of boys on the rolls on the last day of the year under report was 36, against 18 on the same day of the previous year; the average attendance being 26 1. Of the 36 boys, 3 were Brahmaus, 2 Khetris, 30 of other castes, and 1 Muhammadan.”

This school has not done well.

AMJARA.—“This school is also in the sadr sub-division of Dúmka. It has lately been transferred from the Birbhúm to the Santhal Parganas district. It was established in June 1867, and was aided by Government in the same month of the succeeding year, with an allowance of Rs. 25 per mensem. It has successfully sent up boys to the minor scholarship examination.”

MIDDLE VERNACULAR SCHOOLS.—There are two middle Vernacular schools—Mahagawan and Danra. From Danra school 5 pupils were sent up to the vernacular scholarship examination. Two passed.

Mahagawan school was not doing well according to the Deputy Inspector's report.

GODDA SUB-DIVISION.—The following extracts are from Mr White's report just received:—

“The school at Danra is at present held in the *kachari* of the zemindar. The zemindar some time back promised the Commissioner that he would build, at his own expense, a suitable school house. He has been very dilatory in carrying this promise into effect, and

Reports of Inspectors of Schools.

the boys attending the school are still without a school-house. It is reported that at last some attempt is being made at a commencement, and the zemindar writes that the school-house may, perhaps, be furnished by the end of May.

"As regards inspection, I have been more fortunate with the schools belonging to the Church Missionary Society. I have visited two situated in the interior of the district, and have paid more than one visit to the training school which has been established at Pathra, three miles from the sub-divisional head-quarters. The total number of scholars in the registers is 154. The average daily attendance is 353.

"Amongst the boys are to be found Santhals, Paharias, Muhammadans, and Hindus; there being 276 Santhals, 186 Hindus, 18 Muhammadans, and 7 Paharias."

A girls' school has been opened with seven boarders, and four day scholars, all Christian converts. "Many Santhal women from curiosity come to see the school, and appear to interest themselves in what goes on."

"I have been much struck with the willingness with which the boys of Mr. Stark's school devote themselves to their studies; they all seem anxious to learn, and those of the first class in the Training school are very forward. The secret of this, of course, lies in Mr. Stark being himself able to supervise the Teachers, but he is also liberal to his scholars, and does not fail to recognize the industry of those who do well. In the cold weather Mr. Stark holds an annual examination at every out school, and awards prizes of slates and little books, the former being much sought after. At the Training school an examination is held monthly, and prizes in money, which serve as pocket-money, from four to eight annas, are given to those who are deserving of the same. The examination day is brought to a close by the holding of athletic games and other out-door amusements. In the cold weather the boys are provided with bats, balls, and stumps; and cricket, after a Santhal fashion, is much indulged in. Thus an unity of good feeling is established; the master cares for the boys and the boys for the master, and this is why it is that the boys of Mr. Stark's school try to get on.

"I have seen none of the 48 indigenous pathsalas. It is difficult to state how they even became established. I am of opinion that in most cases a teacher was first employed to instruct the children of some wealthy resident of the village; those who could afford it, had their children taught also, and the children of those who could not afford to pay fees were not taught at all. There are two pathsalas only in which the number of scholars reach up to twenty-four. In the majority of these schools the number of pupils rarely exceeds eight, and in some there are not more than three. The schooling fees are charged at any rate from two annas to one rupee. The languages taught are Persian, Hindi, and Bengali; the hours of attendance are most irregular, and supervision over the schoolmasters nil.

"On the 29th March last, I received instructions from you to open out eighteen primary pathsalas at villages in which no pathsalas have ever existed. The time which has elapsed since then has been too short to admit of my being able to start these schools. At each school is required the services* of a guru, and the appointment of gurus must be attended with some little delay. I have issued a notice in the *kachari* informing the public, that pathsalas are about to be started at certain villages, and have called upon those who wish to accept the office of guru to present themselves before me. I have also sent a copy of this proclamation to each village at which a pathsala is to be opened. By this means I hope to be able to fill up a list of applicants, to appoint those who appear to be suitable for employment and who reside in the vicinity of the villages, and to leave the weeding of them to be done by Deputy Inspectors of Schools. Up to date I have received no applications for the appointments, which has prevented me from starting any of the schools.

"I have been several times asked by Santhals of all parts of the sub-division to give them schools, and I am quite sure of being able to find more villages in which the establishment of schools is looked for.

DEOGHUR HIGHER SCHOOL:—"Of 61 boys, 32 were Brahmans, 5 Vaidyas, 12 Kayasthas, 5 Navasaks, 3 of lower castes, and 2 Muhammadans.

"The annual examination was conducted by the head-master of the school, with the assistance of the junior teacher. It is to be regretted that the sub-divisional officer was on his annual cold weather tour in the south of his sub-division, and unable to attend the examination.

"Of three boys who were sent up to the Entrance Examination, two passed in the third division.

"I have directed the school committee to introduce gymnastics, if the services of a proper teacher can be obtained."

The head-master, Babu Thakur Das Rakhit, reports that the Bengali classes "failed to acquit themselves satisfactorily." This failure is owing to the inefficiency of the pandit of the school

* The Deputy Commissioner's attention will be drawn to paragraph 11 of Government Resolution, dated the 30th September 1872, and he will be directed to see that persons of the classes therein mentioned are availed of as gurus. The Missionary Training schools will no doubt, give him a fair supply to start with.—Commissioner.

Bhagalpur Division—Santhal Parganas.

This report confirms my own impression as recorded in my examination notes. I would recommend that Pandit Biswambhar Sen be replaced by a more competent teacher.

PAKOUR AIDED HIGHER SCHOOL.—"The number on the rolls on the 31st March 1873, was 81, against 52 on the same date of the previous year, the average attendance being 63.91. Of 81 boys, 34 were Brahmans, 2 Khetris, 4 Vaidyas, 13 Kayasthas, 15 Navasaks, 1 Kaibarta, 4 of other castes, and 8 Muhammadans.

"Out of 6 boys sent up to the Entrance Examination held in December last, 2 were successful. One obtained a second grade, and the other a third grade junior scholarship. This result is very satisfactory as compared with that of 1871-72, when six candidates went up for examination, but none were successful.

"It was reported last year that Babu Gopi Lal Pandé had 'borne two-thirds of the entire expenditure of this school, and the whole cost of all necessary repairs and improvements to the school building.' Babu Gopi Lal Pandé, since November last, has very liberally taken upon himself the payment of all fees of the boys attending this school, and is deserving of commendation for his liberality.

"I have much pleasure in reporting that Babu Tares Chandra Pandé, son of Babu Gopi Lal Pandé, was educated at this school, and succeeded in 1869, in passing the Entrance Examination, and has since always taken a lively interest in the welfare of this school, which is immediately opposite his father's residence, and is frequently visited and inspected by him, keeping the teachers interested in their work. He is anxious to establish a gymnasium, and hopes to induce his father to do so."

MOHESPUR AIDED HIGHER SCHOOL.—"The number of boys on the rolls of this school on the last day of the year was 62, against 70 on the same date of the previous year: the average daily attendance was 60. Of the 62 boys, 20 were Brahmans, 8 Khetris, 20 Kayasthas, 3 Navasaks, 4 Sonarbannas, and 7 Muhammadans.

"I again would bring to favorable notice the liberality of Raja Gopal Chandra Singh, Bahadur, in the maintenance of this school. The Rajah himself pays the fees of all the boys, and has also borne all necessary expenses for repairs, &c., to the school-house. The majority of the pupils are also fed and maintained by him."

The table given below shows that in higher schools all the teachers were Bengalis; in Government middle schools, all Hindustanis; in aided middle schools, eight Bengalis and two Beharis; in training schools, one Bengali to three Santhals; and in the five lower schools, for which returns have not been yet received, there was one Bengali to four Santhals.

Return of Race of Teachers of Higher, Middle, Lower and Normal Schools.

	HIGHER SCHOOLS		MIDDLE SCHOOLS		LOWER SCHOOLS		NORMAL SCHOOLS		Total
	Govt-ment	Aided	Govt-ment	Aided	Aided	Aided	Aided		
	Bengalis	Bengalis	Beharis	Bengalis	Beharis	Total	Bengalis	Santhals	
HINDUS									
Brahmans		8	1	6		6			
Vaidyas									
Kayasthas	1	1	2						
Navasaks	1	1							
Other castes above the lowest						1			
Total	2	10	3	6		5	1		
MUHAMMADANS—									
Shias			1		2				
Sunnis					2				
Total			1		2				
CHRISTIANS—									
Protestants						1		1	4
OTHERS						1			
GRAND TOTAL	5	10	4	6	2	10	1	1	18

*The return showing the race of teachers of Falgouti, Godda and Hiranpur Training schools, Falgouti girls' school and 43 village lower schools under the Church Missionary Society, has not been received yet.

The next table shows the race of pupils in the same schools. In the training and lower schools, for which returns have not been yet received, all are Santhals; in middle schools there were 153 Bengalis to 47 Beharis, and no Santhals; in higher schools 165 Bengalis to 39 Beharis, and no Santhals.

*Reports of Inspectors of Schools**Return of Race of Pupils of Higher, Middle, Lower and Normal Schools*

	HIGHER SCHOOLS				MIDDLE SCHOOLS				LOWER SCHOOLS	NORMAL SCHOOLS
	Government			Aided	Government		Aided		Aided	Aided
	Benaras	Behar	Total	Benaras	Behar	Benaras	Behar	Total	Santhals	Santhals
HINDUS—										
Brahmans	7	25	32	54	14	31		31		
Khetris or Kshetris				10	2	4		4		
Vidyas	5		5	4		5		5		
Kayasthas	4	4	12	14	9	24		24		
Nivasis	2	3		18		33	2	35		
Kaibartas				1		5		5		
Sambhans				4	13					
Other castes above the lowest		5	5	4		43		43		
Total	22	37	59	128	32	114	2	147		
MUHAMMADANS—										
Shias				12		5		5		
Sunns		2	2	5	2	3	1	4		
Total		2	2	17	2	8	1	9		
CHRISTIANS										
Protestants									4	38
OTHERS									42	71
GRAND TOTAL	22	39	61	145	34	122	3	156	50*	109*

* The return showing the race of remaining 46 pupils of Taljhari Godda and Hiranpur training schools, 850 pupils of 43 village lower schools and 9 pupils of Taljhari girls school, has not yet been furnished by Revd. Mr. Brown Secretary of Church Missionary Society.

From the table of creed and social position of the pupils given below, it appears that in the higher school there were 187 Hindus to 17 Muhammadans, of whom 153 belonged to the middle class, 46 to the lower class, and five to the upper class; in middle schools there were 159 Hindus to 11 Muhammadans, of whom 83 belonged to the middle class, 115 to the lower class, and two to the upper class; and in training and lower schools, for which returns have been not yet received, there were 63 Santhals (others) to 46 Christians all of whom belonged to the lower class.

Return of Social Position and Creed of Pupils

			Hindus	Muhammadans	Christians	Others	Total
Higher	Government	Pupils belonging to middle classes	52	1			53
		Ditto ditto lower	7	1			8
		Total	59	2			61
	Aided	Pupils belonging to upper classes	5				5
		Ditto ditto middle	95	5			100
		Ditto ditto lower	24	10			34
		Total	128	17			145
Middle	Government	Pupils belonging to middle classes	11				11
		Ditto ditto lower	31	2			33
		Total	42	2			44
	Aided	Pupils belonging to upper classes	2				2
		Ditto ditto middle	70	3			72
		Ditto ditto lower	75	7			82
		Total	147	9			156
Lower	Aided	Pupils belonging to lower classes			8	42	50*
Normal	Aided	Ditto ditto			38	21	59*

* The return showing the social position and creed of 96 pupils of Taljhari Godda, and Hiranpur training schools, of nine pupils of Taljhari girls' school, and of 850 pupils of 43 village schools and the Church Missionary Society, has not yet been furnished.

The next table shows the number of pupils in the stages of instruction.

*Bhagalpur Division—Santhal Parganas.**Return showing the Class of Instruction in the Month of March.*

CLASS OF SCHOOLS			No of pupils in the school on 31st March 1873	UPPER STAGE. MIDDLESTAGE		PRIMARY STAGE	
				Comprising pupils who have reached a standard equivalent to that of 1st and 2nd classes of a school teaching the Vernacular Education Course. Well prepared pupils are usually two years in this stage	Comprising all pupils who are not equivalent to the other classes 1, 2, 3, & 4. Well prepared pupils are usually four years in this stage	Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular scholarship's course. Pupils are usually four years in this stage	Can read write, and understand easy sentences in their mother tongue
				1	2	3	4
Higher Schools	Government	Boys	61	10	21	20	10
	Aided	Boys	143	25	40	37	41
Middle Schools	Government	Boys	44		8	16	20
	Aided	Boys	156		44	57	55
Lower Schools	Aided	Boys	50			38	17
Normal Schools, Aided		Boys	30			20	1
		Girls	29			28	1
		Total	59*			57	2

* NOTE - Return showing the class of instruction given to 96 pupils of Taljhari, Godda and Hirampur Training Schools, to 850 pupils in the 43 village lower schools, and to nine girls in the Taljhari girls' schools under Church Missionary Society, has not been yet furnished

Reports of Inspectors of Schools.

REMARKS BY MR G. N. BARLOW, C.S.I., COMMISSIONER OF BHAGALPUR

2. The report, it will be seen, is elaborate and fairly exhaustive, and in general I concur with the views enunciated therein. I have, therefore, given only short marginal notes on such points as needed elucidation, and to these I have added a few general remarks recorded at the foot of this letter.

3. Prior to the receipt of the Inspector's report, however, I had addressed the district officers of my division, calling on them to furnish me with accounts of the progress of the pathshala scheme down to the present date. I have, therefore, only to state the substance of these reports, from which you will observe that affairs continue on the whole in a very satisfactory condition. The dates to which progress has been shown in these reports are:—

Bhagalpur	...	...	...	15th July 1873.
Purneah	...	...	...	Ditto.
Monghyr	...	...	...	22nd July 1873.

4. The Magistrate of Bhagalpur reports that at the close of the last official year there were 116 pathshalas in existence, the number in the Bhagalpur and Banka sub-divisions being 56 and 48 respectively; while there were only 12 between Modhepur and Supul, on the north of the Ganges. Since then 13 more pathshalas have been added in the Modhepura sub-division, and Government aid has also been extended to 31 out of 64 indigenous pathshalas in the sadr sub-division, which were ascertained to have survived the census. Altogether then there have been set agoing in this district 160 pathshalas, 113 of which survive with an attendance of 2,389 pupils. The closing of 17 pathshalas may very likely be attributable only to the coming on of the Bhadoic sowing season, although the Deputy Inspector does not specify the cause, and I fear many more pathshalas will drop off during the rains (this season). This, however, does not alarm me greatly, as even in the higher Government schools, fed chiefly by the non-agricultural population, the attendance is thinnest in the rainy season and largest between January and May; but it is a question of importance, no doubt, in respect of the welfare of pathshalas generally how this aspect of the matter—to wit, the rise and fall, and perhaps at times, the temporary total interruption of attendance—is to be dealt with, and on this point I shall speak further on.

5. The comparatively slight success in the northern sub-divisions noticed above is justly attributed to there being only one Sub-Inspector for two sub-divisional officers, but this inconvenience will, I hope, be soon remedied.

6. Still better results are reported by the Magistrate of Purneah. According to a tabular statement furnished by him, 171 pathshalas were set agoing, of which 14 only have had to be closed, owing, in most cases, to the setting in of the rice-sowing season. There are in actual existence 157 pathshalas, giving tuition to 3,241 pupils. 89 of these institutions are classed as "good," "fair," and "moderate," 55 as "indifferent," and only 13 as "bad." In regard to these last 68 schools, the Sub-Inspectors remark that every attention is bestowed on them, and it is hoped that their status will soon be improved. Unlike Bhagalpur, the pathshalas are pretty equally distributed among the several sub-divisions, there being 66 in the sadr sub-division, 50 in Arrarya, and 52 in Kishanganj. The Magistrate speaks favorably of the Sub-Inspector of Arrarya, who seems to have bestowed a good deal of attention on the pathshalas under him, there having been occasion to close only one of them. Without disparagement to the officers concerned, however, I must say, that I am not very sanguine as to the continuance of this success. Some of the pathshalas are said to have been closed on account of the death or sickness of the gurus; and as the fever season is close at hand, I fear many more will have to be (temporarily at any rate) given up for the same reason.

7. But the most marked success of all has been in Monghyr. There are at present existing no less than 206 pathshalas (including 12 established under special orders upon Government and Court of Wards' estates), with an attendance of over 1,000* pupils. Six

* The exact number has not been supplied.

schools have been closed for want of house accommodation. In fact this matter has stood greatly in the way of the officers entrusted with the carrying out of the recent mass education measures. The Magistrate, however, reports that the difficulty is gradually wearing away. Though the circular letters addressed to zemindars for aiding the cause have hitherto failed to produce any effect (except in a very few exceptional cases), yet the Magistrate hopes to be more successful in the ensuing season, as he intends to enter himself into personal communication with the zemindars, and this is the only certain way (as he rightly judges) of enlisting the interest of these men.

8. The ugly rumours so fully noticed by the Inspector of Schools in his report, and to which he seems to attach too much importance, have died away.

9. No report has been received from the Santhal Parganas yet. Considering the wild character of the country, and the fact that the Deputy Inspector first appointed there

Bhagalpur Division.

resigned his post, and was only lately succeeded by a new man, I do not think much has been achieved here. The matter will have my attention.

10. On the whole, I am of opinion that our education movements have been a very fair success, in that under conditions more or less unfavorable we have succeeded in carrying into practical effect the scheme of the Government for the increased establishment of primary schools. In my opinion the real work however only now begins in a struggle to see whether the new schools can be fostered into real life until they become progressive institutions in the country, or whether after a nominal existence they will dwindle and die out. I do not desire to conceal for a moment my opinion that the present existence of all these new schools is artificial and attributable to the zeal and energy with which Government officers have labored in the cause, and the same attention must be bestowed for time to come in order to preserve them; but if only they can be kept going long enough to admit of the Government officers stirring up the interest both of the zemindar and the people in the case of each individual school, I feel very sanguine of success, for after all village schools or pathshalas are no novel institutions with the people of this country. That there is in truth considerable apathy to be overcome on the part of the people, is evident from the difficulty which has been experienced in inducing them to contribute something towards the maintenance of gurus. This is the great drawback to the guru's post being attractive. If, as recommended in Government resolution of the 30th September, each village could supply its own gurus, the difficulty would not be nearly so great, as in such a case he could make his own arrangements with the parents who would sympathise more readily with one of themselves than with a stranger, even though the latter has the advantage of being trained in a training school; but unfortunately it has often been found otherwise in practice. As matters stand, and if we have to send our own gurus, we must also make some sort of exertion to make their emoluments tolerably decent. To make fees compulsory will, in the present state of the country, but serve to defeat our ends, and the only alternative course is that district and sub-divisional officers should, in the course of their cold weather tours, and indeed whenever practicable, visit the school; and moving about amongst the people in a patient, sympathising tone, explain to them what the Government expects of them, and how far it is prepared to aid them. This is just the course that is being pursued.

11. I enclose herewith a list of the zemindars who offered help in carrying out the education measures, and who should in my opinion be thanked by Government.

12. In conclusion I have to offer my warmest thanks to the Inspector and his subordinates, as well as to the district and sub-divisional officers in the regulation portion of this division, as they have all acted with a zeal becoming them, and have bestowed on the subject that steady and earnest attention which it deserved.

GENERAL REMARKS.

The educational report for the year 1872-73 having been prepared by the Inspector of Schools is, in consideration of the nature of the subjects dealt with, naturally desultory and somewhat technical in character. It does not give a connected history of the great feature of the year, the establishment of pathshalas, the difficulties that have been met with in the operation, and the way in which they have been overcome; as also the prospects of the whole affair from what may be called the district officer's point of view. As such an account may be useful and interesting, and my connection with the district of Monghyr at the time the work began there enables me to supply it, I place the following on record, merely premising that the experiences of Monghyr will certainly cover those of the officers of other districts of this division, seeing (1) that by far the largest number of original schools have been established there, (2) that (in consequence no doubt) a heavier amount of opposition or indifference on the part of the zemindars and people has there been encountered; and (3) more difficulties have been reported, and either dealt with or still remain for disposal, here than elsewhere.

Measures for establishing 35 pathshalas sanctioned under Government orders (July 1872)

Preliminary arrangements for establishing pathshalas and 180 subsequently ordered in resolution of 30th September 1872, were simultaneously entered upon in Monghyr in November last. At this time I was district officer, and seeing that the matter was one in which the presence of personal influence would count for much, I at once decided to take my sub-divisional officers into partnership with myself in the business. I accordingly addressed them, explaining my own plan, but leaving it open to them to adopt another after approval, promising them their full share in any credit that might be gained by final success in the operations, and inviting them to unite with me in trying to achieve an administrative success as great as that of a special census work in the preceding year. I met with a completely satisfactory response, my sub-divisional officers by choice followed my plan, and they have worked it out to completion.

Reports of Inspectors of Schools.

The system followed was as follows:—The total number of schools allowed for the district was pretty fairly divided between the three sub-divisions, the head-quarters sub-division obtaining a few extra.

Sketch of the system followed.

From the number received in each division, a proportion (something under one-third) of grants was set aside in reserve to meet special applications (including grants to existing schools), and the whole remaining number of grants was disposed to the establishment of new schools. At this stage a difficulty arose, viz. how to determine the sites of these new schools, as the census papers at that time had not been returned from the compiling office, and when they were received the school returns were found to be confused and useless.

Finally, in order to avoid delay, we made the best use we could of our local knowledge marking out all well-known villages, and sending forth the Deputy Inspector and Sub-Inspectors on their rounds thither, with open instructions by choice to establish a school in any of such places where none might be found existing, and next, to start one in any available village, provided that the number of houses in any village where an aided school was to be established should not be less than 100, and the minimum pupils should be twelve to begin with.

The net result up to date has been that (speaking in general terms) the whole number of new schools has been started and are at present in existence in this district.

This progress has not been achieved without plain indication being afforded as to the

Indication of public feeling gathered during progress

temper and feeling of the people both towards the measure itself and the whole question of education upon which it is based. I do not see signs of any hostility exercised towards

us, but that very great apathy exists is proved beyond doubt by the following facts.

- (1). So far as I am aware, not one single grant reserved for the purpose of aiding a school on the estate of any zemindar who would contribute a moiety of the expense, or for aiding an existing school either specially successful or unsuccessful, has been applied for, and these reserved grants are accordingly about to be disposed of for other purposes.
- (2). The condition originally laid down, that before anything should be done in the way of establishing a school at any village the residents should provide a house, has had to be relaxed. The institution of schools in many places was abandoned on this ground, until it became obvious that if anything was really to be done the rule must not be enforced.
- (3). The worst difficulty of all that has shown itself is a disposition on the part of parents to discontinue the recognized custom of the country of giving a small present to the guru in money or kind, on the plea that the schoolmaster is now the paid servant of Government.

If, as I have already remarked, the schools can be kept on their legs long enough to allow

View of the position as affecting the stability of the schools.

the Government officers being brought into personal communication with the people of each village where there is a school, then I feel confident that in all of the above matters

apathy can be overcome. Just now, with the sowing and the rainy season simultaneous upon us, I confess that I am not without anxiety for the stability of many of the schools.

Under the head of difficulties which still remain to be conquered may be mentioned

Difficulties in obtaining gurus

a paucity in the supply of gurus available to take up appointments. The view sketched in the Government

resolution, that advantage should be taken of the Government salary to improve the position of a local guru, has not proved generally applicable to this part of the country, at all events where the business in hand has been the institution of a new school. Here very often no one has been found on the spot or known in the neighbourhood who was prepared to take the office, and the entertainment of a foreigner has been rendered very difficult by the decrease in pay which has followed the ignorant device of withholding fees already spoken of above.

It is certain, however, that a guru of some kind must have charge of every aided school

Bearing of this question on the necessity of rapidly completing arrangements for guru training classes

reported to be still in existence, and a small amount of satisfaction is afforded by the consideration that if many of these persons are incompetent or unworthy of their place,

it will be far easier to remove them and replace them by properly trained men hereafter, than would be the case if the old master was an old inhabitant, and possessed of local influence. To this end, then, I am anxiously looking out for a settlement of the question about training schools for village teachers, as we are now face to face with the position, that having got our schools, by all means let us hasten to put in the best masters, who will recommend the school to the people.

Having in my letter No. 165, dated 23rd June last, to the Director of Public Instruction,

Repetition of an opinion that a guru attending a training class must receive a stipend, while his substitute comes on the school and enjoys the grant.

made my proposition in respect of the question of training schools for gurus, I shall do no more than repeat here that the district authorities concur with me in thinking that the part of the Government scheme which contemplated a guru

providing a substitute at his own expense to conduct the duties of his school while he attended

Bhagalpur Division.

the training class must be held liable to modification, and a scheme devised under which the school will be kept on regularly under a paid teacher, at the same time that the guru gets maintenance allowance for attending the classes. I am about to speak of the difficulty and danger of closing the schools at any time, and, as in my opinion, there could not be any system of vacation long enough to admit of the regular guru attending the training school (while drawing his salary), a paid substitute must be found who will consume the grant; and since guru's appointments are not at a premium, and the attendance at the station for purposes of instruction will lead to expense for the present time, and until conditions so far alter that the acceptance of a guruship becomes the entrance into a fair profession, stipends must be allowed for attendance at the training classes.

Serious apprehension has been felt lest schools should become deserted and closed at certain seasons, say during the rains or at sowing and harvesting time. Hereafter, when the system has become rooted, and the people value the education of their children, this will be no difficulty at all, as vacation can be allowed at the time when parents really require help in the fields; but at this moment the point seems to be one of the highest importance and most difficult to decide. I give it as my distinct opinion that at the present time the closing of any of the newly established schools will involve their destruction; no vacation therefore should be allowed. Let every possible concession be made to the convenience of the parents as to the duration of, and the hour for, holding school at such particular seasons; but for the sake of holding the school together, let positive orders be passed upon the guru that he is to open his school every day, if it be only for the period of one hour, and that his prospects of increased salary depend upon the attendance he can secure throughout the year.

In connection with this subject the question has been raised by me whether or not night schools can be introduced. A remark has been made by a member of the district committee of Monghyr that considering the class of persons who furnish scholars for pathshalas, or of the non-agricultural class, no difficulty in this respect need arise; but this view certainly should not be acted upon, as it is for the agricultural class that the schools are principally opened. Giving full weight to the objection of the sub-divisional officer of Jumooie, that where a young clodhopper has been working up to his knees in mud all day, it is vain to expect that he will be able to keep his eyes or ears open to receive instruction in a night school; I consider that if a better hour, either at early morning or midday, cannot be arranged for the sake of preserving the discipline of more meeting together, the schools should be open for an hour at dusk, and I am about to instruct my district officers accordingly.

It is plain that much is to be gained by making the prospects of the gurus depend upon the condition of their schools, and this can be done by holding in each year a certain number of grants of a somewhat higher amount to be disposed of gurus who have been most successful in the preceding year; but if there is to be this kind of payment by result system, careful supervision will be needed to prevent fudging on the part of the gurus, as well as for the more general object of watching over and reporting upon the condition and progress of the schools. Gladly accepting the principle now sanctioned by Government, that there shall be a Sub-Inspector allowed for each sub-division of a district, I much fear that the duty of inspection cannot still be carried out effectually, nor, as in special view of the recent constitution of the schools, it needs be carried out. The average number of schools in each sub-division of Monghyr is 70. I think in these early days no school should be left unvisited more than a fortnight; but giving one visit per month, the Sub-Inspector must visit 16 schools per week, or at the rate of more than two a day, and I doubt if this is possible. It has been suggested that below the Sub-Inspector, the thannah should be made the unit of inspection, and a man on Rs. 12 to 15 per month be entertained, who would be sufficiently qualified for the work. I concur with the Inspector of Schools in approving of this idea; but in view of the heavy expenditure which would be involved, I do not see my way to recommend the adoption of the measure by Government. I prefer to wait for the orders which may issue upon the bringing of the entire subject before the Government in the present annual reports for all districts, merely remarking that the present time, as being the season of commencement, is the period when we feel the need of efficient supervision most.

REPORT OF THE PRESIDENCY DIVISION.

FROM THE REPORT OF MR. H. WOODROW, M.A., INSPECTOR OF SCHOOLS,
PRESIDENCY CIRCLE

The Presidency Educational Circle has three different parts, containing the extremes of denseness and sparseness of population in Bengal. The several parts are Calcutta, the Presidency Division, and the Chota Nagpore Division.

The districts in each division, and the statistics of the area and population of the circle, are shown in the following table:—

DISTRICT	Area in square miles	Population	Peopl. to a square mile	Persons per house
The Presidency division (excluding the Sundarbans)				
The 24 Pargunnahs	2,788	2,210,047	793	5.6
Nuddea	3,121	1,812,795	580	5.2
Jessore	3,678	2,075,021	567	6.6
Total	9,587	6,097,863	648	5.76
Calcutta	8	447,601	55,950	11.0
Total of new division	9,575	6,545,464	683	6.0
Sunderbans*	5,941			
Total	15,516			
The Chota Nagpore Division—				
Hazaribagh	7,021	771,873	110	5.1
Lohardugga	12,044	1,237,133	103	5.1
Singbhum	4,503	415,023	92	4.9
Manbhum	4,914	995,570	203	5.1
Tributary Mohels	15,110	405,980	26	5.0
Total	43,601	3,825,579	87	5.1
Total of Presidency Circle	59,117	10,371,043	175	5.1

* There must have been some wood-cutters in the vast regions of the Sunderbans who have been overlooked or could not be counted.

Hence the Presidency Educational Circle has an area a trifle (719 miles) greater than that of England and Wales. Its population, however, is less than half that of England and Wales, but more than that of Scotland and Ireland put together.

The number of people to a square mile is 175, being the average between 663 in the old district and 87 in the new. The number of people to a house is 5.6. In England and Wales the number is 5.2, in Scotland 8.0, and in Ireland 5.6. We shall hereafter have to refer to the density of population and the number of people to a house.

During the year under report the district of Hooghly-cum-Howrah was taken from my charge and added to the Inspectorship of the western districts. The change was effected shortly before the death of my dear friend Mr. R. L. Martin. His Honor the Lieutenant-Governor of Bengal has recorded in an official notice the sense he entertained of the high value of Mr. R. L. Martin's services, and in the second paragraph of the resolution on the last educational report reverts, to the subject in these words:—

“The Lieutenant-Governor cannot proceed to review the report without again expressing his deep sense of the loss which the Educational Department of Bengal has sustained by the death of Mr. R. L. Martin, who was carried off in a few hours by an attack of cholera, which he caught while inspecting schools at Howrah.”

The Government which he served has testified to his merits as an able and successful administrator: as my colleague, I would only say that in thought, word, and deed, Mr. Martin

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was the model of a Christian gentleman; and the letters which I received while holding his office for a few weeks after his death testify that his habitual consideration of the feelings and wants of those under his control, his genial kindness and *bou hommie*, had endeared him to all with whom he held official connection.

The reduction of my district by the removal of Hooghly-cum-Howrah was balanced by the addition of Jessore, which I received from Babu Bhudeb Mukerji. The addition made the eastern portion of the educational circle conterminous with the Presidency Division. During the absence of Mr. Atkinson for three months on privilege leave, in May, June, and July 1872, I had the honor to officiate as Director of Public Instruction, and His Honor the Lieutenant-Governor made favorable mention of my services in page 26 of his review of the last year's educational report, and in other resolutions published in the *Calcutta Gazette*.

The educational resolutions of His Honor the Lieutenant-Governor of Bengal bearing date the 24th of May, the 30th of September, and the 5th of October 1872, are the great landmarks of the year. All are important, but the resolution of the 30th September 1872 has a national influence. It has established a great system of primary education. Under this resolution, in addition to a yearly grant of Rs. 50,000 made shortly before, and to the Rs. 128,356 awarded in previous years, Rs. 400,000 were assigned to the cause of primary education, of which Rs. 27,600 were allotted to the Presidency Division. The advance from a lakh and a quarter to nearly six lakhs testifies the high importance attached by His Honor to primary education. But joy at this accession is, however, somewhat alloyed by the fear that there is no permanent source indicated from which the assignment can be continued hereafter.

The local assignments of this sum were distinguished from all previous grants to primary instruction by the fact that they gave help to those who wanted education the most, and not merely to those who felt the want most keenly and asked for assistance most loudly. The new primary grants were assigned for the first time to districts, and population was an important element in determining their magnitude. Regard was also had to the sums already spent in the several districts. Certain parts of the country, such as Jessore, Nuddea, Rungpore, &c., had become partially supplied with schools by the pathshala system. The 24-Pergunnahs, where the pathshala system was not introduced, had numerous circle schools and aided missionary establishments; so that the Presidency Division was not previously so destitute of primary instruction as other districts.

Each of the three districts of the Presidency Division has, roughly speaking, a population of two millions. The provision of primary instruction by the resolution of 30th September and former grants was as follows:—

DISTRICT	Total number of all schools as shown by the census of 1871	Total number of Government and aided schools in 1871	Number of schools actually granted by orders of the 31st July 1871	Approximate number expected to be established by the new grant	Number actually assisted or established up to 31st March 1873	Number of pupils in these schools	GRANT MADE ON THE 30th SEPTEMBER 1872 FOR		Actual expenditure up to 31st March 1873
							1872-73	1873-74	
							Rs.	Rs.	Rs.
24-Pergunnahs	1,276	157		200	309	12,413	3,000	9,000	2,057
Nuddea	579	181		160	175	4,920	2,400	7,200	609
Jessore	659	322		120	127	3,912	1,500	4,500	650
Total	2,514	660	60*	480	701	21,275	6,900	20,700	3,316

* Error in printed list as published. Instead of 60 read 28

The distribution contemplated an expenditure before the 31st March 1872 of Rs. 15 on each school in Nuddea and the 24-Pergunnahs, and of Rs. 12-8-0 on each school in Jessore. It was anticipated that 480 schools would be assisted, but in reality 701 were assisted. This excess on one side was balanced by a drawback on the other. Instead of spending Rs. 6,900 on the new schools, only Rs. 3,316-6-3 was spent; or on the average only Rs. 4-11-9 was spent on each school.

The monthly expenditure on each school averaged about Rs. 2-6-6 in the 24-Pergunnahs, Rs. 3-12-0 in Nuddea, and Rs. 2-8-0 in Jessore, and consequently the payments of salaries were only for about seven weeks. Still in some cases the village teachers' pay was not drawn from the treasury, so that their service was longer somewhat than the matter of pay would

Presidency Division.

indicate. Still it is evident that the schools were established chiefly in 1873. The Educational Department might perhaps have fallen but little short of this result.

The work of opening or assisting primary schools was made over to district authorities, and the Magistrate was directed to open new schools and assist old ones previously unaided. The work when commenced was done expeditiously, for the Magistrate had money at hand and was unfettered with restrictions. The Educational Department in former years was restricted by the grant-in-aid rule that half the expenditure of a school should be defrayed by a voluntary local effort. Till the present year money even for such voluntary effort was not available; and when at the beginning of the year an increase of half a lakh was allowed for five-rupee pathshalas, some delay occurred, first in its distribution to different divisions and districts, and then from the order that the schools should be established in concert with the local authorities. Action in concert is never so speedy as unfettered action. It is evident that the Magistrate as ruler of the district, unfettered by restrictions, can plant schools faster than is possible for Inspectors, armed with no power; but whether the schools so established will strike root in a kindly manner remains to be seen. Schools should be so planted that they will grow. Inspectors acting only with local sympathy had formerly tried so to choose the soil that the plant would thrive. Still the work has been well begun and is thus far a great success.

The primary education of a nation is so vast a work that it is best administered by the local executive authorities. When a school fitted to hold 50 children is provided for every 250 of the boys and every 1,000 of the girls, or when one in five of the boys and one in twenty of the girls shall have an opportunity of learning to read, write, and count, it will be found that proper supervision of the teachers will involve the entertainment of so large a force of Sub-Inspectors, that to have them separated from the ordinary executive administration of the country would constitute that inconvenient division of authority, an *imperium in imperio*. Hence primary education sooner or later must have fallen into the hands of the local executive authorities. The supervision of secondary education is not likely within a generation or two to cause difficulty by the multitude of its schools, and so may remain in the hands of the Inspector,—an alternative allowed by Government and accepted by the Commissioner of the Presidency Division. Still to carry out fully the principle of administration that the district is the unit of Government, is antagonistic to the successful action of independent departments. Too much circumlocution arises when one authority cannot act without the intervention of another.

Besides the establishment of a great system of primary education, the re-organization of the Educational Department was effected by the resolution of 30th September 1872. Power was taken from Inspectors and placed in the hands of District Committees of Public Instruction. The chief authorities I have now to obey are the Commissioners of the Presidency and Chota Nagpore Divisions, and the Director of Public Instruction. With the seven Magistrates and Deputy Commissioners, the Vice-Presidents of as many District Committees, and with the numerous officers in charge of sub-divisions, the relations of the Inspector are unusual, and to some extent uncertain.

The schools, Deputy Inspectors, and Sub-Inspectors, have been placed under the control of District Committees; but accepting the permission accorded by Government, the Commissioners of Divisions have allowed the higher and middle schools to remain as before in the hands of the Inspector. The Sub-Inspector is somewhat perplexed as to the obedience due to the several authorities above him,—the Sub-divisional Committee, the District Committee, the Deputy Inspector of Schools, and the Inspector, for all four authorities may issue directions to him.

I have tried to act entirely through the District Committee, but the course involves much circumlocution; and to get the new arrangements to work satisfactorily, I have acted on the principle to make no difficulties that could be avoided. Still there are too many wheels required to work in unison. Experience will show how the present machinery may best be simplified.

The resolution of the 5th October 1872 remodelled the whole system of scholarships.

Resolution of the 5th October 1872.

By this measure scholarships were first granted to primary schools and formed the final link in the chain by which "the gifted son of a ryot or laborer may become a distinguished engineer, a physician, or agriculturist, or administrator of high degree, or a Judge of the Highest Court."

Out of 410 primary scholarships of Rs. 3 a month, tenable at any middle school, or schools for special instruction, 40 were allowed to the Presidency Division; of which 13 were assigned to the 24-Pergunnahs, 12 to Nuddea, and 15 to Jessore.

The course of instruction in primary schools was thus authoritatively defined in the resolution—

"Reading and writing the vernacular of the district, arithmetic—written and mental, bazar and zemindary accounts, and simple mensuration."

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The minor and vernacular scholarship allowance was entirely re-distributed. The amount formerly assigned was—

	Yearly expenditure Rs
For 100 minor scholarships tenable for 2 years ..	12,000
„ 100 vernacular „ „ 4 years ..	43,200
„ 100 „ „ „ 1 year ..	10,800
Total ..	66,000

In the new arrangement the one-year vernacular scholarships tenable in normal schools were suppressed, and Rs 60,000 were given for minor and vernacular scholarships, each district having the power of determining how many of each sort within its total assignment should be given. The Presidency Division exclusive of Calcutta received Rs. 5,100 yearly. It is impossible to compare together rigorously the sums formerly and at present available for scholarships, because the 100 minor scholarships were yearly distributed among the six educational circles according to their wants, and the allotment varied in different years. Moreover, the award in each circle was generally by open competition, and varied for different districts according to the proficiency of the candidates whom they sent up. Last January the minor scholarships awarded were 6 to the 24-Pergunnahs, 6 Nuddea, and 9 to Jessore.

Hence the scholarships for the examinations of December 1872 and 1873 will in the Presidency Circle stand as follows —

SCHOLARSHIPS AWARDED YEARLY	24 PERGUNNAHS		NUDDEA		JESSORE		TOTAL	
	Number of Scholar- ships	Value.	Number of Scholar- ships	Value	Number of Scholar- ships	Value	Number of Scholar- ships	Value
		Rs		Rs		Rs		Rs
Minor Scholarships	6	720	6	720	9	1 040	21	2 520
Vernacular Scholarships for 4 years	20	5,840	10	1 920	5	960	35	6 720
Ditto Scholarships for 1 year	20	960	10	480	5	240	35	1 680
Total formerly awarded	46	5 520	26	3 120	19	2 240	91	10 920
Total now available		1,800		1 500		1 800		1 100
Loss by readjustment		3,720		1,620		480		5 820

It is evident that the reduction has fallen with heavy severity on the formerly favoured districts of the Presidency Division. In the matter of these scholarships the 24-Pergunnahs has been retrenched by Rs. 3,720, Nuddea by Rs. 1,620, and Jessore by Rs. 480.

The subjects of examination now being studied for the competition in December are those prescribed by Government.

Vernacular Scholarships.

Number of Papers.	Maximum marks
Reading vernacular manuscript and writing	.. 100
1 Vernacular grammar and composition	.. 100
1 History and geography of India	.. 50
1 Mensuration and theory of surveying	.. 100
1 Arithmetic	.. 100
1 Bazar accounts and zemindary accounts, and handbook on money matters	.. 150
1 Science—physical geography, botany, physical science and natural philosophy;	
For more than one subject	.. 150
Or for one subject	.. 100

Minor Scholarships.

Some papers, as for vernacular scholarships, except that for vernacular grammar and composition, should be substituted—

	Marks
English grammar and translation	.. 150
English dictation and handwriting	.. 150

*Presidency Division.**Junior Scholarships.*

By the resolution of the 5th October 1872, the amount annually given in junior scholarships was increased by Rs. 1,680, and the second and third grade scholarships were attached to commissionerships in certain proportions. Formerly they were attached to collegiate circles whose boundaries had no relation to civil divisions, and the last 50 were awardable by the Director of Public Instruction to encourage outlying districts. The two arrangements may be thus compared :—

	1872				1873			
	Number of scholarships	Value monthly of each	Total for one month	Total for 24 months	Number of Scholarships	Value monthly of each.	Total for one month	Total for 24 months
1st grade	10	Rs 18	Rs 180	Rs 4 320	10	Rs 20	Rs 200	Rs 4 800
2nd grade	50	14	700	16 800	50	15	750	18 000
3rd grade	100	10	1,000	24,000	100	10	1 000	24 000
Total	160			45,120	160			46 800

No change has been made in the number of scholarships. The ten scholarships of the first grade will be awarded to the ten candidates who obtain the highest total marks, from whatever district they may come. Besides enjoying the chance of gaining these scholarships, the schools of the Presidency Division will compete for five scholarships of the second grade and ten of the third grade, allotted to the division. In April last these 15 scholarships were thus distributed by the Commissioner: 7 to the 21 higher schools of the 24 Pargunnahs, 5 to the 15 schools of Nuddea, and 3 to the 4 schools of Jessore. The candidates highest on the list will get the second grade scholarships.

The resolution of the 24th May 1872 revised the assignments to Government higher schools, so as to set free money for primary schools. The Resolution of the 21th May 1872 reductions pressed heavily on the Kishnaghur and Jessore schools of the Presidency circle. At the Kishnaghur collegiate school the services of two junior masters had to be dispensed with to provide places for two old clerks in the office, and at Jessore the whole assignment was sufficient only to pay the salary of the head teacher. From Baraset a master was removed to the Hindu School, Calcutta. The measure was carried out and reduction effected by the stoppage of promotion, for advantage was taken of every vacancy to reduce establishments and to adjust expenditure to income. It had been feared by the masters that a general reduction of pay was inevitable, but happily such a shock to the educational system was avoided. A teacher whose salary was beyond the power of one school to defray was transferred to another.

The resolution of the 24th May 1872 provided also for instruction in surveying in 17 out of the 55 schools of Bengal. Small as this provision was, it was beyond the power of the engineering schools to supply the teachers. The Public Works Department could not spare men; while the pay was too low, and the qualifications too high, to please out-siders. Such out-siders as did offer themselves failed to give satisfaction,—notably so at Chota Nagpore. Moreover, there was a total absence of surveying, drawing, and mapping instruments, and the indent made on the Secretary of State in June 1872 had not been carried out in August 1873. The compasses are urgently needed and are expected shortly. Scales and protractors were ordered, but were not sent pending a reference. This mischance was of no importance, except as showing the inconvenience of the new rules about stores, for scales and protractors were made of cardboard and lithographed here, and answered fairly the purpose required.

The Government workshops of Roorkee and Calcutta could not supply a pair of compasses, and the prohibition of the Secretary of State to the purchase of books and apparatus from Calcutta shops rendered the tradesmen of the metropolis cautious in the importation of goods that might hang heavily on hand. Hence surveying and drawing have been studied under difficulties. Matters are improving, but it is no easy matter in this country to set agoing an entirely new line of study, especially one in which teachers and instruments are both wanting.

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Before proceeding to the description of the state of education in the Presidency Division, as a whole, and in its several districts, I beg to offer a few remarks on some of the educational questions which have attracted attention during the year; such as the expediency of introducing modern science into our school course, the attendance of Musalmans in our schools, &c. The probable increase of population in the Lower Provinces of Bengal seems to me one among the many reasons which indicate the expediency of introducing modern science into our schools as an alternative course with classics.

PROBABLE INCREASE OF POPULATION.—The Parliamentary blue books on education in Great Britain are filled with constant comparisons between population and school attendance, and with frequent reference to the age of children. The inadequacy of the present provision for education was thus demonstrated to the nation. Till this very year an Inspector of Schools in Bengal could not treat of either of these important topics; for on the one hand there was no census of the population, and on the other there were no returns of age at school. Both these defects have now been remedied by Sir George Campbell. We have now a census fairly accurate on most points and digested into an interesting book by Mr. H. Beverly, C.S. The broad sheet of statistics now for the first time contains a reference to age.

By examining the proportion between population and school attendance in Bengal we obtain statistical proof of such deplorable educational destitution, that if it be duly brought to notice, will not only warrant the provision lately made for the extension of primary education, but will show that, liberal as the grant is compared with former assignments, it far from meeting the wants of our teeming millions of ignorant children.

The Census Report of the Lower Provinces of Bengal is a mine of statistical wealth that enables all interested in the welfare of the country to work with greater knowledge of the people and to institute comparisons, hitherto almost conjectural, with other provinces of India, and with other countries. In order to estimate what educational work remains to be done in Bengal, it may be useful to institute a comparison between Bengal and Great Britain in point of population and school attendance.

The Lower Provinces of Bengal in 1872 contained a population of 66,856,859 to an area of 248,231 square miles. The United Kingdom of Great Britain and Ireland had in 1871 a population of 31,817,108 to an area of 121,115 square miles. In 1871 England itself had a population of 21,187,688 to an area of 51,000 square miles, and Wales had a population of 1,216,413 to an area of 7,398 square miles. Hence England with Wales had a population of 22,704,111 and an area of 58,398 square miles, or there were 385 persons to a square mile.

Taking the whole of the United Kingdom, the distribution of population to a square mile singularly resembles that of the Lower Provinces; the former having 263, and the latter 269 persons to a square mile. There are, however, in both great fluctuations.

Assam and the border zillas of Bengal furnish the wide jungles which answer in scantiness of inhabitants to the mountainous regions in Wales, Scotland, and Ireland. In 1801 the population of England and Wales was 9,156,171, and has therefore increased nearly two and half times in 70 years. The decennial increases have varied between 18 per cent., the maximum rate of increase attained in the ten years ending 1821, and 12 per cent., the minimum rate attained in the 10 years ending 1861. The rate of increase of population in the last thirty years has not equalled that in the previous 40 years, being checked by emigration to America and Australia. The population of the urban districts has increased twice as fast as that of the rural districts, probably by immigration from the rural districts; and the same fact occurs in Scotland. The population of Scotland has increased from 1,678,452 in 1801 to 3,358,613 in 1871, or has doubled itself; while that of Ireland, which was estimated at 5,319,867 in 1801, rose to 8,222,664 in 1841, and has fallen from famine and emigration at first rapidly, and lastly gradually, to 5,402,759; so that its population is now almost the same as at the commencement of the present century.

The most rapid increase of population on record on a large scale is that of the United States, which has risen from 2,614,300, including slaves in 1776, to 38,555,983, all free in 1871. The people of the United States have increased more than fourteen-fold in less than a century. The present census of Bengal being the first general census that has regularly been made, a comparison between the present and former population cannot be instituted; but in the cases where a careful numbering of the people took place in former years, different portions of the country show different rates of increase. As in the United Kingdom districts of large increase alternate with districts of little increase, and districts of dense population with those of sparse population, so in this country. A portion of the north of Nuddea was a jungle 50 years ago, and now it is a well populated country. Every year, in spite of migration, fresh clearances take place in Chota Nagpore; and the Government estate of Palamow might for increase almost rival America. The proportion of emigrants beyond the sea to population is insignificant in Lower Bengal, so that the increase of population is not practically influenced by it. The tea estates of the Eastern districts take off part of the increase which would otherwise be found in the West.

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The census report for the Lower Provinces of Bengal gives the following summary of the population, excluding the eastern hill tracts:—

		Number	Percentage on total population.
Males, 12 years of age and upwards	..	20,868,338	31·3
Females, 12 years of age and upwards	...	22,808,369	34·2
Total number of adults	...	43,676,707	65·5
Males, not exceeding 12 years of age	...	12,530,272	18·8
Females, not exceeding 12 years of age	...	10,465,905	15·7
Total number of children	...	22,996,177	34·5
Total of population	...	66,672,884	100·0

The great fact brought out by these figures is that children under 12 years of age form 34·5 per cent. of the population.

Mr Beverley, at page 115 of his report, writes thus:—

“In England, which of all European countries has the largest proportionate number of children, the percentage up to 12 years of age upon the total population is 29·41. It will be seen therefore that in every province of India, so far as we know at present, the ratio which children bear to the rest of the population is considerably in excess of European countries. The excess appears to be least in Bengal, but even here our figures show the children under 12 to be no less than 17 per cent. more numerous than they are in England. It will be seen further on that there is reason to believe that the excess is even greater than this.”

It is evident from these figures that the proportion of children to adults is 5·1 per cent. greater in Bengal than in England.

In every 1,000 of the population there are 345 children under 12 years in Bengal and only 294 in England. The cause of the difference of 51 children in every 1,000 of the population is an interesting and important inquiry, which can only be determined by another census. It may be caused in three ways:—

1st.—The average duration of life may be shorter in India than in England, so that we may find only 655 adults here to every 1,000 souls, when we ought to have 706. The experience of insurance offices and of Indian funds shows that life is shorter in India than in England, and therefore some weight must be given to this explanation. Mr. Beverley, however, says that this supposition will cause the death-rate of adults in Bengal to be “frightfully high.”

2nd.—The increase of 51 children in every 1,000 of the people may be due to greater families being born in India than in England. This would involve an exceedingly rapid rate of increase in the population.

3rd.—The increase of children may be due to both of these causes concurrently. The second and third suppositions may receive some confirmation from the number of people to a house. Among the great majority of the population, both in India and England, children live with their parents in the same house. Hence if families in India are larger than in England, we may expect to find more people to a house. This legitimate conclusion is, however, modified by the fact that where the people live in hovels easily constructed, as in Chota Nagpore, we may expect to find a new hovel erected whenever the old hovel is at all crowded. There also is some difficulty in telling what are separate houses.

Mr. Beverley, in page 261 of his report, writes thus:—

“Taking the district averages, it will be seen that the proportion of souls to a house varies between 4·3 in Beerbhoom and 7·6 in Mymensingh. For Bengal the average is 5·7, for Behar 6·1, for Orissa 5·2, for Chota Nagpore 5·1, and for Assam 5·5.”

I find from the tables that the percentage of children on the total population is 31·4 for Beerbhoom, and 35·4 for Mymensingh. As regards Commissioners' Divisions, it is 30·9 in Burdwan, 30·8 in the Presidency, 34·0 in Rajshahye, 35·5 in Dacca, 37·9 in Chittagong, 34·4 in Patna, 36·2 in Bhaugulpore, 35·5 in Orissa, 38·6 in Chota Nagpore, and 34·5 in Assam.

Hence the Presidency Division has a smaller proportion of children than any other part of Bengal.

We also obtain from the tables the results that 1,000 people in the Presidency Division have 308 children and 167 houses among them, or 18 children to 10 houses. In England the same number of people would have 294 children and 190 houses, or 15 children to 10 houses. There are therefore more children to a family in the Presidency Division than in England in the proportion of 6 to 5.

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Hence relatively to population there are more children throughout Bengal than in the Presidency Division, and there are more children relatively in the Presidency Division than in England. Much more, therefore, are there more children to families in the Lower Provinces than in England.

The rate of increase in England being 12 per cent. in the ten years ending 1861, and 13·15 per cent. in the ten years ending 1871, we may expect to see a greater increase than this in Bengal. Assuming the decennial increase to be 15 per cent., in thirty years there will be 100 millions in these provinces, and the burden of population will in the year 1900 press heavily on the productive power of the soil, and will necessitate the cultivation of the present waste places and stimulation of the productive energy of the soil, and the importation of food. Although emigration does exist, yet it is nothing to what goes on in Great Britain; and from caste prejudices, powerful alike with rich and poor, it is not likely soon to increase greatly, and therefore will not sensibly diminish the burden on the soil. Hence a duty exists to look forward to the time when the waste lands must be cultivated in order to supply food for the people. But in order to make them yield their increase, waste lands require a mode of cultivation different from that ordinarily pursued. The people must be prepared by education to take an interest in increasing the productions of the country, and in adopting new systems of cultivation, and in raising new crops, and in devoting themselves to foreign trade.

It is consequently very desirable to give a more practical turn to the studies in our schools that men may be trained able and willing to direct their attention to agriculture and commerce, and to put in practice here the knowledge gained by other nations. Education is wanted to break down the prejudices entertained against everything new and useful; for example, against the use of manures and of machinery, and of visiting foreign countries. It was found in the Medical College some years ago that by careful reasoning with students who knew chemistry it was possible to convert a dead-house into a cooking room used by Hindus. But from general prejudice a good portion of the manure, and therefore the wealth of the country, is lost, and machinery cannot be employed because there are no people to mend it when it gets out of order. Education probably could not improve the methods practised for centuries in the cultivation of lands subject to annual inundation, but it might certainly be directed towards determining the best cultivation for waste lands.

Education is wanted to teach the people how to avail themselves of the experience of other countries, and to conquer ignorant prejudices. Our instruction hitherto has been confined chiefly to language and mathematics. Without deprecating either of these branches of education, it is desirable to introduce into some of our schools a modern and practical course. Though almost every great public school of England has its modern side, the large schools of Bengal have been left with the course of study in use half a century ago. Not one of my higher schools dare, I speak advisedly, dare introduce modern science for fear of failure at the University. Hindu boys may be examined in Hebrew and Greek, and count marks for them in the Entrance Examination, but no place is found for chemistry, botany, or physical science. The University absolutely ignores such knowledge below the age of 18 (the average age, according to Mr. Sutcliffe, of students who pass the Entrance); and by insisting on a knowledge of Sanskrit or some classical language at the First Arts, in addition to a knowledge of English and of one Vernacular language, so burdens with languages the student between the age of 18 and 20, that practically he is unable to take up science. The difficulty would cease if the Calcutta University would acknowledge modern science to be as important for a Hindu as Hebrew is, and would admit it as an optional subject with a classical language, both in the Entrance and First Arts Examinations. This slight concession is all that is asked, but it is resolutely refused, and that by a University which was established with the intention of encouraging "western learning." It has, however, become in its measures more intensely classical than the English Universities of the last century. This statement needs no other proof than the fact that the slight "modicum of choice" allowed last year between chemistry and psychology in the First Arts Course was accounted a great concession. The chief public schools of England have found it necessary to introduce into their system what is called a modern side, and science may now be substituted for Sophocles. But this example is inoperative. The University ignores all knowledge of modern science at the Entrance, and hence the impossibility to open a "modern side" in our large schools.

It is therefore necessary that those who wish to see some reform in our school course should look to Government rather than to the University to effect the improvement. The first step in the process was made by Sir George Campbell in the resolution of the 5th October last by sanctioning with certain changes the scholarship rules drawn up by Mr. Bernard and myself in accordance with the directions in the minute of the 24th May 1872. This resolution directs (see paragraph 10 of junior scholarship rules) that one-half of the junior scholarships must be awarded to students who have qualified in drawing, surveying, and physical geography. The rules also provide for the recognition of practical and modern science in the minor and vernacular scholarship examinations, and for a slight knowledge of simple mensuration in the primary scholarship examination.

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A double examination for one set of scholarships is practically a nuisance both to teachers and pupils, but the University has left no other course open. It is generally believed that a man takes up more readily the study of a subject to which he was introduced when a boy. Though much knowledge may not be acquired of botany or science, yet if the boy has learned to use his eyes and his fingers he will start with an immense advantage if as a man he finds in real work a use for his school studies. If the compulsory school course contain two languages—English and a vernacular—with constant practice in a scholarly translation from either to the other, and if a due acquaintance with geography, history, and the elements of mathematics be insisted upon, I am of opinion that an option might be conceded between Sanskrit and modern science. Every boy is not a good linguist. I welcome any means by which drawing and modern science may take a place in our routine of study. This question was discussed in my letter dated 20th May 1872, which was published in the *Calcutta Gazette*, and for which I received the thanks of Government. I there showed from a reference to the educational programmes in Germany and France that drawing and modern science have been admitted to a place in the school course of the most enlightened nations of the world.

To sum up the argument. The requirements of the middle classes of society have forced on the educational authorities of Western Europe a modern school course in which science largely supplants classics. That such a course may be made a good system of mental discipline, is proved by its success at Rugby, Clifton, and other public schools. Such a system is not only good in itself, but is especially needful for Bengal, where the love of old customs is strong, and the necessity of new measures imperative. The census shows us from the numerical proportion of children to population that by the end of the present century we may find in Bengal more mouths to feed than there is food to put into them. Old systems will not meet the exigencies of the situation. The country wants new occupation in commerce for the middle classes, new systems of agriculture, new crops, new clearances in waste lands, new notions about what is clean and what unclean, and new ideas of what is respectable and what is derogatory. To prepare the people for the reception of these new ideas a new system of education is necessary. It would be very desirable that the University should continue to guide general education; but so long as it discourages and ignores modern science in the Entrance Examination, this deficiency in its system must be supplemented by the action of Government. This was done by the scholarship rules of the 5th October 1872.

The Government of India, in the despatch of the 13th June 1873, paragraph 4, remarks
 Muhammadan education. "that the Muhammadans nowhere appear in satisfactory strength upon the lists of our higher schools, colleges, or universities, while on the other hand those institutions which have purposely preserved the ancient exclusively Muhammadan type, and which have been restricted to instruction in the languages and sciences which belong peculiarly to Muhammadanism, have also been found to be falling gradually, but steadily, into neglect."

In a letter dated 26th September 1872, for which I was honored with the thanks of the Government of Bengal, I showed that the pupils of the Arabic Departments of the Calcutta and Hooghly Madrasahs were almost entirely drawn from the zillas east of the Megna. They were in fact the schools of East Bengal, entirely deserted by Musalmans from Behar, Orissa, Assam, and the great Musalman districts between the Himalayas and the Ganges. They are attended only by units from the Western and Central districts.

Mr. Beverley, in his chapter of the Religions of Bengal, enters into an interesting discussion concerning the 20 millions of the Musalmans in the Lower Provinces, or rather concerning the 17½ millions found in the Central and Eastern districts. He considers that fact as well as reason warrants us in believing that they were to a great degree converts from the non-Aryan tribes, which had effected a lodgment among the lower castes of Hindus. It was natural for them to prefer the religion of their new conquerors, in which the lowest was accepted as a man and a brother to the religion of Hinduism, in which they were and ever must remain a low and despised class.

It is not clear why this permanent incentive to conversion, apparently so powerful centuries ago, seems now-a-days to have lost its energy.

Mr. Clarke, at pages 192 and 193 of his report for 1872, quotes from Mr. Wells, the Collector of Furruckpore, to shew why in East Bengal with Musalmans of the middle class education is backward.

Every Musalman landed proprietor of the least pretension, who can afford it retains a "moonshi" on a salary say of one rupee a month in addition to food and clothing. This man helps to swell his master's train, and does odd jobs of reading and writing or accounts. He teaches the children of the house and some outsiders, and is as a rule a mere sycophant, and his education of the smallest amount, and the most useless character. With the Muhammadans it will be very difficult to deal. They are impressed with a notion that it is unlucky not to commence education by acquiring the Koran, and this book they read in Arabic, a language their teacher understands little or nothing of; so all their time is wasted in getting by heart sentences of which they do not know the meaning, and learning to

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read pages of a book which they do not understand. This is no easy task, and the greater portion of their youth is thus frittered away. Moreover this system renders them an easy instrument in the hands of any designing fanatic who interprets these passages as he may please.

Babu Dina Nath Sen, the Head Master of the Dacca Normal School, writes as follows:—

"The entire absence of Muhammadan boys from the Normal School is a noticeable fact, considering that the majority of the population of the district, as well as of the city of Dacca, is understood to be of that persuasion. There is no division or caste among the Muhammadans corresponding to the Brahmins, Baidas, and Kayesthas among Hindus, who regard themselves as the literate classes, and consider it beneath their position in society to engage in any occupation which does not require a knowledge of reading and writing, and to whom therefore such knowledge is an absolute necessity. That community seems to have only two divisions. The higher class, very small in number, consists of the descendants of the ancient aristocracy, still retaining a portion of their ancestral property, or of families who managed to acquire property at the time of the first settlement made under the English Government. The lower class consists of all the other Muhammadans who possess no such property, and have to depend entirely on their industry for livelihood."

"The former class have no strong incentive to acquire other knowledge than what their religion requires, and what they chiefly and easily obtain at home. They live on their old associations, and have not yet recovered, as it were, from the shock of the revolution that suddenly deprived them of all political influence a little more than a hundred years ago. They have not in fact fallen in with the present order of things in the way the Hindus have done. It is only the lower class, therefore, who may be expected to take advantage of the facilities for the acquirement of knowledge offered by the Educational Department. But that class, particularly in the city of Dacca, are a vigorous and energetic set of men, and have betaken themselves with great zeal to certain occupations which they have completely monopolized, such as carrying on the inter-provincial trade between Eastern Bengal and the Upper Provinces, and the trade in certain kinds of country produce, petty shop keeping in the city, and the marts of the district, husking rice, making bamboo frames for the roof of kutchahouses, and working as masons, tailors, coachmen, &c. The adult population being thus industriously engaged, the boys are naturally taken to help them in those occupations. It must therefore be a very strong inducement indeed that can make them withdraw their boys from those industries and send them to schools to acquire what they consider as very unprofitable accomplishments considered with reference to those occupations. Just so much of reading, writing, and arithmetic as may enable them to keep accounts is no doubt valued, but this they pick up in the pathshalas. Some boys of this class attend the model school and other vernacular schools in this city."

In my report as Officiating Director of Public Instruction, page 24, the remark of a Hindu gentleman was quoted to the effect that the Musalmans of Behar and the North-Western Provinces were descendants of the conquerors of India, whose mental qualities were developed in the consideration of great matters of state policy; while the majority of the Musalmans of the delta were the descendants of low-caste Hindus converted to Islam. The above consideration may be extended. The Musalmans of Behar and the North-Western Provinces, though reduced from their former high station, still hold a position in the middle classes of society; while the majority of the Musalmans of Bengal are, and have been for many generations, poor cultivators of swamps.

Even where Musalmans form a numerical majority of the population, they do not form a majority of its well-to-do class. Unfortunately the income tax returns, though distributed under the heads of professions and trades, do not show the race or religion of the assessed persons. Lord Ulick Browne kindly consented, if possible, to obtain statistics as regards the Hindus and Musalmans who paid income tax, and Mr A. Smith, the Collector of Jessore, by having the list of income tax-payers examined, kindly furnished the following statistics. They are an important contribution to the intelligent consideration of the question why there are so few Musalmans in the schools of Bengal.

No 136ED, dated Jessore, the 22nd June 1873.

From—A. SMITH, Esq., Magistrate of Jessore,

To—The Inspector of Schools, Presidency Circle.

With reference to your No. 718, dated 3rd instant, I have the honor to enclose two Muhammadan statements exhibiting the number of Muhammadan as compared with Hindu assesses to the income tax in 1872-73 and 1862-63.

2 It will be seen that in both years the Muhammadans, though the more numerous portion of the community, give but a small portion of the assesses,—about one-tenth in 1862-63, and about one-fifth in 1872-73.

3. In the Education Report for 1862-63 the number of pupils shown at the different schools in the district was 68 Muhammadans and 668 Hindus. These figures refer apparently to schools above the pathshalas. I cannot find any information about these latter schools at the period, though your department may have some information on the subject. It

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would be interesting to trace if, with this alteration in the proportion of income of the payees, there is any alteration in the proportion of school attendance.

SUB-DIVISIONS.	1872-73.					Total.
	HINDUS			MUHAMMADANS		
	1st class from Rs. 1,000 to Rs. 2,000	2nd class up- wards of Rs. 2,000	Total. •	1st class from Rs. 1,000 to Rs. 2,000.	2nd class up- wards of Rs. 2,000.	
Sudder sub-division	167	60	227	21	6	30
Namail	53	24	77	5	4	9
Magurah	58	11	69	14	4	18
Khulna	37	13	50	11	2	13
Jhemdah	59	34	93	27	9	36
Bagnahat	49	36	85	10		10
GRAND TOTAL	423	178	601	91	25	116

1862-63									
HINDUS.					MUHAMMADANS.				Total.
	From Rs. 200 to Rs. 1 000 class.	1st class Rs. 1,000 to Rs. 2,000.	2nd class Rs. 2,000 & upwards.	Total	Rs. 200 to Rs. 1 000	1st class Rs. 1,000 to Rs. 2,000.	2nd class Rs. 2,000 & upwards		
Total	661	119	101	881	70	8	7	85	
		220				15			

These tables show that in 1863 the Hindus who paid income tax on sums above Rs. 200 a year were 881, and the Musalmans 85; or the Hindu assesses were ten times more numerous than the Musalman assesses. As both parties may be assumed to have been equally unwilling to pay more tax than was necessary, these results seem to show that well-to-do Hindus were ten times more numerous than well-to-do Musalmans. On further examination we see that on incomes above Rs. 1,000 a year there were 220 Hindus to 15 Musalmans, or 14 to 1; while on incomes from Rs. 200 to Rs. 1,000 a year there were 661 Hindus to 70 Musalmans, or the proportion was as 9½ to 1. Hence the lower the limit of income the more the Musalmans who were included. The returns of the year 1872-73 show 25 Musalmans and 178 Hindus with incomes of Rs. 2,000 a year and upwards, and 9 Musalmans and 423 Hindus with incomes between Rs. 1,000 and Rs. 2,000 a year. The relation between the two classes of the community is as 1 to 7 with respect to the higher incomes, and 1 to 14½ with respect to the lower.

The Hindu assesses on incomes above Rs. 1,000 have increased from 220 to 601, or in the ratio of 1 to 2½; while the Muhammadan assesses have increased from 15 to 116, or in the ratio of 1 to 7½. This sudden afflux of wealth to the poor Muhammadan community is remarkable. Still it is a matter of surprise that so large and fertile a tract of country as Jessore, with 3,658 square miles of area and innumerable groves of *kejur* trees for making sugar from palm sap, should have only 717 people with incomes of Rs. 1,000 a year and upwards.

Of these 717 assesses, 84 per cent. are Hindus and 16 per cent. Musalmans. Musalmans, therefore, are as a body much poorer than Hindus. The income tax returns referring only to Jessore, it will be convenient to keep to that district in discussing the question of the school attendance of Musalmans in its bearing on rate and social position.

An attentive examination of the table of the religion and races of the pupils and teachers in Jessore shows some results that may not be without interest.

In the table for pupils 18,183 children in 539 schools are recorded. Of them 13,669 are Hindus, 4,437 Musalmans, 96 Christians, and one is classed under the head of "others." There are no Buddhists. Of the 96 Christians, 76 are Protestants and 20 Roman Catholics; one little girl is entered under the head of "others." It is unfortunate that Brahmos and Kols, the extremes of intellectual cultivation, are both entered under one head. Among the Musalmans there are 506 Shiahs to 3,931 Sunis. It is seen from this capitulation that the examination of the table is restricted to a comparison of the Hindus and Muhammadans.

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Of the 13,649 Hindus, 8,817 are in its upper section; and of them 2,569 are Brahmins, 2,794 Kayasthas, 2,522 Navashakhs (or castes from whom Brahmins generally will take water) These, with 114 Khetriya and 820 Baidyas, form the pure Hindus of the district. It is remarkable that the Baidyas number so many as 820. The Baidyas are strong in a few large villages; for example Kalia school has 72 Baidyas in 102 pupils. The lower section of Hindus consists of 4,832 pupils; of whom 783 are in the lowest section, containing Domes, Haris, and Chandals, and 1,829 are Kambartas in the highest section. Between these extremes are 1,197 Sonabhumas (goldsmiths) and 1,022 men of other castes.

The following abbreviated table brings out results singularly confirmatory of Mr. Beverley's opinion that the majority of the Musalmans of East Bengal are converts from the lower castes of Hindus.---

CLASS OF SCHOOLS		Number of schools	Number of pupils	Christians and others	Musal-mans	Hindus below the Nava-shakhs	Upper section of Hindus	Percentage on the total number in each class of schools	
								Musal-mans	Hindus below Nava-shakhs
Higher English	Government	1	137	2	5	3	127		
	Aided	3	260		4	3	253		
	Total	4	397	2	9	6	380	2.1	1.5
Middle English	Aided	40	2,041	5	172	182	1,675		
	Unaided		118		11	7	110		
	Total	40	2,159	5	183	189	1,785	5.1	8.1
Total learning English		47	2,556	7	192	195	2,185	7.1	7
Middle Vernacular	Government	3	137		21	9	107		
	Aided	9	603		27	34	544		
	Circle Schools	11	512		64	100	348		
	Unaided	1	42		2	7	33		
	Total	24	1,294		114	150	1,029	8.8	7.7
Lower Vernacular	Day Schools (Musal-mans)	28	837	80	313	199	233		
	Pathshalas (old)	213	6,906		1,333	2,196	3,183		
	Pathshalas (new)	127	3,012		1,348	1,342	1,252		
	Unaided	31	1,000		287	21	406		
	Total	399	11,755	80	3,261	3,658	5,141	27.3	31.1
Night Schools	Aided	8	171		90	32	49		
	Pathshalas (old)	43	1,133		523	429	193		
	Unaided (old)	3	70		27	3	40		
	Total	54	1,374		640	464	282	29.2	31.6
Normal School	Government	1	52		6	2	42	15.1	3.8
Girls Schools	Aided	11	180	10	4	23	143	5.6	2.2
Total of all		533	18,183	97	4,337	4,832	8,817	24.4	26.5
		13,649							

The table shows that among 18,183 pupils in the several schools in Jessore there are 4,337 or 24.4 per cent Musalmans and 4,832 or 26.5 per cent Hindus of the lower section. Neither class are much inclined to the study of English for we find in English schools that only 7.4 per cent of the pupils are Musalmans and 7.5 per cent Hindus below the Navashakhs castes. That the number of pupils learning English out of the two classes should be within one in a thousand, is a remarkable coincidence. Neither class much affect the higher English schools.

The middle class vernacular schools are more liked by the Hindus than by the Muham-madans, but are not popular with either. Each of the two classes contributes between a quarter and a third of the scholars in the lower class vernacular schools, there being in every thousand of 14,076 pupils, 292 Musalmans and 316 Hindus of the lower section. It is curious to notice that of the 3,942 pupils in the schools established or aided under the orders of the 30th September last, the Musalmans and Hindus of the lower section are just equal, there being 1,345 of the former and 1,342 of the latter. When two classes of the community attend certain schools in almost the same proportions, it may be assumed that their wants

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and acquirements are very much alike. The Sonabhumas of the Hindus, containing some of the wealthy members, who would in wealth answer to the richer traders and zemindars of the Musalmans, are in the English and higher vernacular schools.

In the lower vernacular day schools under missionary management the Musalmans number 313 to 434 Hindus of all castes, and in the night schools we find them numbering 646 to 718 Hindus. In the aided night schools they form an absolute majority. In girls' schools there are unhappily but 4 Musalmans to 166 Hindus, and 9 Christians and 1 girl classed as "other."

The result to be deduced from the table is that Musalmans prefer vernacular schools to English schools, and the lower vernacular to the higher vernacular. In fact they are found most numerous in the lowest class of schools. Night schools are attractive to them, and they exhibit no objection to vernacular day schools under missionary management. The wider the net of education is thrown, and the deeper it sinks, the more are the Musalmans included.

Among the 707 teachers in 539 schools are 620 Hindus, 78 Musalmans, and 9 Christians, or in every 100 teachers there are 88 Hindus, 11 Musalmans, and 1 Christian. Out of 29 teachers in missionary schools, 10 are Musalmans. This fact may account for the unusual number of Musalman pupils in them; and if so, would indicate to the authorities the expediency of appointing more Musalman teachers in Government schools.

The question of the classes of society from which our Musalman pupils come, though shadowed out generally by the above comparison with the Hindus of the lower section, may be more fully studied by the help of the table of the social position of parents and guardians. The following table distributes each of the four bodies of Hindus, Musalmans, Christians, and others, into three heads, according as their social position is in the upper, middle, or lower ranks of society. The scope of these three terms has been fully explained in former reports.

Table of Social Position of Pupils in Jessore.

CLASS OF SCHOOLS	No. of sch.	No. of pupils	HINDUS				MUSALMANS			CHRISTIANS			OTHERS	PERCENTAGE
			Upper	Middle	Lower	Total	Middle	Lower	Total	Middle	Lower	Total		UNKNOWN
Higher Class English														
Government	1	127		128	2	130	4	1	5	2		2		
Aided	3	240	6	241	11	257	5	2	7					5
Total	4	367	6	369	13	388	9	3	12	2				5
Middle Class English														
Aided	40	2,034	9	1,475	93	1,577	80	87	167	4	1	5		
Unaided	3	148		93	58	157	3	8	11					
Total	43	2,182	9	1,568	151	1,728	83	95	178	4	1	5		
Total of English schools	47	2,549	15	1,916	164	2,095	91	98	192	6	1	7		5
Middle Class Vernacular														
Government	4	137		59	57	116	7	14	21					
Aided	9	603		411	107	518	5	22	27					
Circle	11	512		203	26	229	6	78	84					
Unaided	1	12		5	1	6	1	1	2					
Total	25	1,264		702	191	893	19	95	114					
LOWER VERNACULAR														
Day Schools														
Mission	28	827		158	70	228	37	276	313	3	77	80		
Pathsalas (old)	113	6,906	3	2,051	3,527	5,581	137	1,588	1,725					
Pathsalas (new)	127	3,942		2,128	2,166	4,294	76	1,277	1,353					
Unaided	91	1,007		207	51	258	38	211	287					
Total	359	12,682	3	2,844	6,314	9,161	288	3,555	3,843	3	77	80		
Night Schools														
Aided	8	171		14	47	61	1	50	51					
Pathsalas (old)	45	1,153		9	11	20	5	54	59					
Unaided	1	70		21	22	43	4	23	27					
Total	54	1,394		44	70	114	10	77	87					
Total of lower schools	413	14,076	3	3,888	6,986	10,877	298	3,632	3,940	3	77	80		
Normal School														
Government	1	52		27	17	44	4	4	8					
Girls' School														
Aided	11	180	3	116	47	163		4	4	7	2	9	1	
Total of all	539	18,183	21	5,644	7,074	12,719	315	4,022	4,337	16	80	96	1	5

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Out of the 18,183 pupils in Jessore, there are in the upper ranks of society 21 Hindus; other creeds have no representative at all. Of the middle ranks, there are 5,649 Hindus, 415 Musalmans, and 16 Christians. Hence we see that the Musalmans form only 7 per cent of the total number of pupils of the middle ranks in schools of all kinds. The income tax returns for 1872-73 give 16 per cent. of the men with incomes over Rs. 1,000 a year as Musalmans. The fall from 16 to 7 per cent. occurs, even though the social position table takes in a much wider circle than the income-tax returns. Persons with Rs. 5 of income monthly from land, and those with little or no income from professions, such as moulavies, kazis, teachers, and clerks, are educationally in the middle ranks of society, though their names do not appear in income-tax returns. This proof that the attendance at school of Musalmans is less than might have been expected from the income-tax return, even though they prove that well-to-do Musalmans are few, is a fact deeply to be regretted, and to be corrected if possible by well devised measures.

Belonging to the lower ranks of society there are 12,077 pupils, of whom 7,974 are Hindus, 4,022 Musalmans, 80 Christians, and one of some other creed. It is noteworthy that while the Hindus of the middle and lower ranks are to each other as 7 to 10, the Musalmans of the same two ranks are as 1 to 10.

If we examine the day and night schools of the lower class, we find that the night schools are more popular with Musalmans than the day schools. The summary of the pupils is as follows:—

	Hindus.	Musalmans.	Christians.	Total
<i>Day Schools.</i>				
Upper ranks	3	.	.	3
Middle ranks	2,811	288	.	3,135
Lower ranks	6,282	3,185	77	9,544
Total	9,134	3,473	80	12,687
Percentage	72	27	1	100
<i>Night Schools.</i>				
Upper ranks	.	.	.	.
Middle ranks	44	10	.	54
Lower ranks	704	636	.	1,340
Total	748	646	.	1,394
Percentage	53	47	.	100
Total in both day and night schools	9,882	4,119	80	14,081
Percentage	70	29	1	100

The percentages show that while the Musalmans form only 27 per cent., or a quarter of the pupils of the day schools, they form 47 per cent. or nearly half of the pupils of the night schools. In going through the returns it appears that among the middle classes of society the class of small landed proprietors is the most numerous, both with Hindus and Musalmans, and professions the next class; but it is singular that Hindus are stronger in the lower section of professions and Musalmans in the upper section.

Among the lower ranks of society small shopkeepers are the most numerous class of Hindus, and cultivators and small ryots the most numerous class of Musalmans.

This fact is very strongly seen among the pathsalas opened or aided by the civil authorities in accordance with the Government resolution of the 30th September 1872. The most numerous class of the Hindus in them are the petty shopkeepers, who number 742 out of 2,166 Hindus of the lower class; while the Musalman cultivators and small ryots number 715 out of 1,272 Musalmans. In the lower classes of society who send children to school, the Hindus in number are just double the Musalmans; but they greatly exceed this ratio in the heads of private service, petty trade, handicrafts, skilled labour, and common labour. On the other hand, among the cultivators and small ryots, Hindus number only 1,406, and Musalmans 1,678. In Mr. Beverley's census the tables of occupation are not divided according to creed, and hence it is not possible to compare together the

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cultivators, Hindus and Musalmans. Cultivators contribute more than half the number of Musalman pupils. The same fact appears among the night schools. It is melancholy to see how few are the Musalman artisans in our schools. Only one class is fairly represented,—the weavers. They came over from Hinduism in great force, and form a caste of whose change of creed there is no doubt.

The general conclusion to be drawn from the above statistics is, that Muhammadans as a body are much poorer than Hindus, and that among the small number who are well-to-do in the world, school instruction in English is not popular.

Under the remarks on examinations I notice the fact that out of all the 41 higher class schools in the three districts of the Presidency Division with 5,700 pupils, not one succeeded in passing a Musalman candidate at the Entrance Examination of December last, though 131 Hindus were successful. This is a sad relapse,—an unexpectedly large ebb of the tide.

The population of the Presidency Division, excluding Calcutta, is 6,097,863; and of these 3,013,895 are Musalmans, and 3,013,532 are Hindus. The Musalmans form the majority in Nuddea and Jessore, but fall off in the 24-Pergunnahs.

In Behar, out of a population of 19,736,101, only 2,636,053 are Musalmans, and yet compared with their Hindu competitors they stand well in the Entrance Examination. It can scarcely be said that the Musalmans of Behar are less prejudiced than those of Bengal. As I noticed in my report on the Chota Nagpore Division, the Musalmans westwards seem a different race to those of the central districts. They are much fewer in number, but far higher in intelligence and social position. They have also fewer children than their co-religionists eastward.

When officiating last year as Director of Public Instruction, I proposed that in point of fees and rewards Musalmans should be placed in exactly the same position that the Hindus were twenty-five years ago; but the proposal unfortunately seemed to offer unjustifiably large inducements to Musalmans to go to school. It did not appear in that light to the Hindu fathers of the present school-going generation. But times are changed and we are changed with them, and what was right a quarter of a century ago is now wrong. I grant it is wrong in many cases to put "back the clock;" but the Musalman community are intensely conservative, and if they have not advanced with the times, it is scarcely an unjustifiable recommendation to let the inducements for their attendance at school be still such as were proper for all creeds twenty-five years ago.

Since the above remarks were written, the Government of Bengal has issued the important notification of the 29th July 1873, by which are settled the questions of the Hugly endowment and of Muhammadan Madrassas, which for a generation have perplexed the Educational Department.

As Inspector I have no connection with the districts of Dacca, Chittagong, and Rajshahi, where Mohsin Madrassas are to be established. I have also no connection with Hugly, nor with the Calcutta Madrassa; so that the chief part of the resolution refers to establishments with which I have no concern. It is, however, necessary to note carefully the remark in paragraph 13, that the Lieutenant-Governor would expect that in the course "of time district officers may be able to nominate Muhammadans to a share of the Deputy and Sub-Inspectorships in Muhammadan districts. At present hardly a single member of the inspecting staff in Bengal is a Muhammadan."

Para. 9 concerns Jessore school. "It has often been urged that the best Bengal Muhammadans are usually men of small means. The Lieutenant-Governor believes this to be true, and he would set aside a further sum of Rs. 7,200, to be allotted at the rate of Rs. 800 a year to each of the zilla schools marginally noted, for expenditure partly in paying two-thirds of the school fees of deserving Muhammadan boys who may attend regularly at these schools, and partly in bearing a share of the cost of a teacher of Arabic and Persian."

Jessore being one.

Para. 10. "In general terms the Lieutenant-Governor would say that we ought to establish some Mohsin scholarships of Rs. 4 or Rs. 5 per mensem tenable at zilla schools, and some of Rs. 15, Rs. 20, and Rs. 25 per mensem, tenable at ordinary or special colleges, or at the civil service classes."

About a year ago, at a lecture on mechanics delivered by me to the Muhammadan Association, I pressed on the audience the expediency of directing the attention of students to the engineering classes of the Presidency College. Centuries ago the Musalmans built tombs that are still the wonder of the world, and bridges that have stood the force of cyclones and floods, an art which, like that of coloring glass or making Greek fire, has been lost in modern times in India. The suggestion was well received, but the attendance of Musalmans at the civil engineering classes is still meagre.

I have steadily kept on the outlook for Muhammadan teachers, and have allowed them two years grace in University distinctions; but unfortunately even this concession is not enough to bring them up to equality with the Hindus.

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Great diversity of opinion is shown by the reports of District Committees to exist on the question of the proportion of children of a school-going age in Bengal to the rest of the population. As the question is both interesting and important, I beg to offer some remarks as a contribution to the settlement of the doubt. Not having the census of Great Britain, I am obliged to make use of such statistics as I have at hand. Mr. Beverley's census gives for each district the number of boys and of girls not exceeding the age of twelve years. The table of mortality constructed by Dr. Price of Northampton, the most unfavorable to life of the tables used in English Insurance Offices, shows that 13 per cent. of a population are between the ages of six and twelve years. From this fact the probable number of children between six and twelve years in any district of Bengal may be deduced. Three-sevenths is a very close converging fraction to $\frac{13}{100}$.

The English Blue Book by the Council on Education gives the percentage of children of different ages on the total number of children at primary schools in England and Scotland. From this it appears that the average age is greater in Scotland than in England.

The educational statistics gathered in from the districts of Bengal to 10, the average age of boys in different classes of schools; from which it appears that the average age of children in the primary, middle, and higher schools increases with the length of the course, and that the average age in primary schools is higher in Bengal than in England. It also appears also from the Parliamentary Blue Book that in Scotland 15.05 per cent. of the population are between the ages of six, and 14.20 over the age of twelve; so that there are 29.25 per cent. beyond these limits, and 70.75 per cent. between them.

The proportion of school-going children beyond the limits of six and twelve years of age to those within the limits is as 29.25 to 70.75, or as 41 to 100.

We then have the following problem:—

Let a = the number of children of any district not exceeding 12 years of age

Then $\frac{43}{100} a$ = the probable number of children between the ages of 6 and 12 years.

If we add to this expression 41 per cent., we have the number of children of a school-

$$\begin{aligned} \text{going age} & \quad \frac{43}{100} a \left(1 + \frac{41}{100} \right) \\ & \quad = \frac{43}{100} \times 141 a \\ & \quad = 6.063 a \\ & \quad = 10,000 a \\ & \quad = 60.63 a \\ & \quad = 100 a \end{aligned}$$

Hence in any district the number of boys of a school-going age is equal in number to 60 per cent., or three-fifths of the number under the age of 12 years.

The Bengal census gives us the following data for all Bengal (exclusive of the eastern hill tracts); and similar data for every district:—

	Population.	Percentage on total population
Males 12 years of age and upwards	20,868,138	31.3
Females	22,808,369	34.2
Total over 12 years	43,676,507	65.5
Males not exceeding 12 years	12,730,272	18.8
Females	10,465,001	15.7
Total of children	22,995,177	34.5
GRAND TOTAL	66,672,884	100.0

Sixty per cent. of the number of boys gives 7,515,163; or seven and a half millions of boys have a claim to be educated. Of girls there is almost a similar number, but the instruction of the latter, owing to national prejudices, cannot be attempted except in a few places. The number under instruction in Government and aided schools was last year 166,140, and in unaided schools known to the Department was 169,953. The former number will this year receive a large increase, but the latter perhaps will be reduced.

The result will possibly shew that of boys of a school-going age only one in twenty receives any education at school. The several steps of the above calculation may require some further notice.

To pass from the number of children under twelve to those between six and twelve, I had to use the following device. Not having the English census, I was obliged to construct a population from the Northampton table of mortality, which by the summation of the numbers living at

Presidency Division

each age gave a population of 2,98,998, of whom one only reached the age of 96 years. In this population 47,059, or 15.68 per cent, were below the age of six years, and 1,897, or .27.29 per cent, below the age of twelve years, and therefore 34,835, or 11.61 per cent, between those ages. These figures also shew that taking the number under 12 years of age, 57 per cent are under six years, and 13 per cent between six and twelve. The numbers in the first and second periods of six years are so far from equal, because the deaths in early childhood are very numerous. In 11,650 births, 3,000 infants die before they are a year old, and of 8,650 children between one and two years of age 1,367 die. Among all the ages under twelve years 81,597 children would be living, and 6,077 would have died. Thus half the deaths would occur with infants under one year old.

The step by which we pass from the number of children between six and twelve to the number of the school-going age which begins before, and ends after, these periods, requires statistics which in themselves are interesting. From the Parliamentary Blue Book for 1872 on education, we obtain the following information (see page CXXXVI) concerning the age of 1,509,288 children in England and 215,401 in Scotland present at day schools.

AGE	Percentage of children in schools registered and inspected in			
	England and Wales		Scotland	Great Britain
Under 4 years	6	1.16	8	1.17
Between 4 and 5 years	9.11	4.94	8.1	5.1
5	10.13	9.0	11.7	10.17
6	11.51	11.0	11.8	11.8
7	11.8	13.7	11.13	11.13
8	11.88	14	11.7	11.7
9	11.7	14.1	11.1	11.1
10	11.1	11.1	10.11	10.11
11	12	10	11	11
12	13	11	11	11
13	11	11	11	11
Over 14	1.1	1.1	1.1	1.1
	100.00	100.00	100.00	100.00

We see from the above table that school life begins and ends earlier in England than in Scotland, for the percentages of children under the age of five years to the total number are 15.66 in England and only 5.40 in Scotland. One reason for the difference may be that children under five years of age cannot travel long distances over the bleak moors and mountains, which are more common in Scotland than in England. The percentage of children over the age of twelve years is 9.15 in England and 14.20 in Scotland. There are in England, therefore, 90.57 per cent of the children under the age of twelve years, and in Scotland 85.80 per cent. The average age of the million and a half children at primary schools in England and Wales is shown by the table to be about a week below 8 years, while the average age of the two hundred thousand children at primary schools in Scotland is 8 years and 9 months.

The average ages in the primary schools in the Presidency Division and Chota Nagpore are thus given in the broad sheets —

	Former British India		New Government Provinces	
	No. of pupils	Average age	No. of pupils	Average age
<i>Presidency Division</i>				
24 Pergunnahs	78,2	1.14	1,113	8.1
Nuttal	5,15	1.11	4,11	9.12
Jessore	8,0	1.11	1,11	9.17
Total	13,0	1.14	2,1	8.87
<i>Chota Nagpore</i>				
Hazaribagh	127	10.1	1,602	9.98
Jharidukha	1,9	11.4	3,2	10.8
Singbhoom	1,10	13.3	1,1	11.1
Mannbhoom	1,34	1.1	1,073	10.1
Total	1,740	11.27	10,127	11.1

Owing to many of the pupils of Singbhoom being adults, the average age for the Chota Nagpore Division is considerably higher than that in the Presidency Division. I will therefore confine my observations to the latter.

Reports of Inspectors of Schools.

The average age in the old pathshalas is 10 years and 8 months, and in the new pathshalas 8 years and 10 months. If all the pupils are added together, the average age of 31,934 pupils in primary schools is 9 years and 6½ months.

It is thus seen that the average age is 9 years and 6½ months, or 9½ months higher than the average age in Scotland. But this result is uncertain, from the fact that some boys do not know their ages, and some probably have followed the common habit of Bengali children, and given their age one year too high. A reduction should be made to balance the error introduced frequently, it is probable, by the latter cause. I therefore assume the average age to be the same as in Scotland. With every allowance the average age would be greater than it is in England. The English average would bring out the number of children even a larger quantity, than that already found.

Mr. Beverley shows that the number of boys under 12 years of age form 18.8 per cent. of the whole population of the Lower Provinces, and a number equal to 60.63 per cent. of them are now shown to be boys of a school-going age. The boys of a school-going age therefore form 11.1 per cent. of the whole population, or 22.2 per cent. of the male population.

Hence in the Lower Provinces of Bengal the boys of a school-going age form more than a tenth of the whole population, and more than a fifth of the male population.

Examinations.

The great examination in which the higher schools of Bengal are compared is the University Entrance Examination. The middle English and Vernacular schools of an educational circle compared together in the minor and Vernacular scholarship examinations. The higher normal schools of the west, central, and eastern districts, contend together in the normal school examination. Besides these the examination for admission to the licentiate and apothecary classes of the Bengal Department of the Medical College are conducted by the Inspector of the Presidency Circle.

Entrance Examination

The Registrar of the University gives the following summary of the Entrance Examination:—

"For the Entrance Examination there were 2,114 candidates, of whom 938 passed and 1,112 failed, and 64 were absent. Of the successful candidates, 181 were placed in the first division, 199 in the second, and 258 in the third. The number of candidates was greater by 212 than in the previous year. There was an increase of 214 in the number of candidates from Bengal, of 7 from the North-Western Provinces of 31 from the Central Provinces, of 30 from Oudh, and a decrease of 26 from the Punjab, and of 11 from Ceylon. The percentage of passed candidates was more favorable than last year, being 43.75, against 40, while a much larger proportion than usual gained places in the first and second classes."

Adopting the system of assigning 3, 2, 1 as the merit marks of places in the first, second, and third divisions, and separating Calcutta from the rest of the Lower Provinces, we obtain the following results:—

	Number of candidates.	Number of successful candidates.	Merit marks of passed candidates	
			Total	Average.
Calcutta	350	169	331	1.97
Lower Provinces	1,367	568	1,063	1.87
North-Western Provinces	186	100	201	2.01
Punjab	56	22	45	2.04
Oudh	108	17	93	2.06
Central Provinces	71	31	52	1.67
Ceylon	6	3	8	2.66

It will be seen from these figures that the mofussil is rapidly advancing on Calcutta, for whereas last year, by the Officiating Director's report, the average merit mark was 2.1 in Calcutta and 1.8 in the mofussil of Lower Bengal, we see that this year Calcutta has fallen and the mofussil somewhat advanced. Last year Calcutta, as we see by its average merit marks, passed more candidates in the first than in the third division, while this year the contrary is the result. Last year also Northern India beyond the Lower Provinces had more pupils in the third than in the first class. The reverse is now the case. Hence Calcutta has declined from its position as sending the best set of candidates to the Entrance, and the order of merit is now (1) Oudh, (2 and 3) the Punjab and North-Western Provinces equal, (4) Calcutta, (5) the rest of Lower Bengal, and last the Central Provinces. The rapid advance that Northern India is making both in the absolute amount and in the comparative

Presidency Division.

value of its instruction, as tested by the University Entrance, is worthy of consideration in Bengal. These territories formerly indented on Bengal for their supply of teachers, and to the successful work of the teachers from Bengal the present result is due.

The Northern Provinces now train their own teachers, and the demand on Bengal has ceased. The young teachers in the Lower Provinces having no opportunity to migrate, take schools near home; and owing to an overstocked market the old teachers, far from obtaining promotion, find difficulty now in retaining their former salaries. It is doubtless an excellent thing for the country that education can be had at a cheap rate, but it is a very hard thing for teachers to find the supply so fast increasing that the rate of their remuneration is lowered.

Taking the Lower Provinces only, the results of the last Entrance Examination, arranged according to creed, are as follow:—

CREED	Number of candidates	PASSED IN THE				MERIT MARKS	
		1st Division	2nd Division	3rd Division	Total	Total	Average
Hindus	1468	118	314	188	620	1100	1.80
Musalmans	74	1	19	10	30	1	1.70
Christians	83	14	17	4	35	80	2.28
Theists	15		1	4	5	1	1.50
Brahmists	75	10	17	15	42	74	1.88
Buddhist	1	1			1	3	3.00
Sikhs	1		1		1	2	2.00
Total	1717	144	372	221	737	1327	1.80

In this list, omitting the Buddhist and Sikh, who to their credit and high, but are only single representatives of their creed, we find that the Christians have been most successful, as shown by their average merit marks; after them the Hindus and Brahmists, and then the Musalmans. A few Theists come at the end. Thirty Musalmans among 737 successful candidates is but 4 per cent—a sad result, considering that the Musalmans form 31 4 per cent. of the 66½ millions of Bengal. The Musalmans last year passed only 28, of whom four were in the first division. This year only one Musalman attained that distinction.

Coming to the schools of Calcutta and the Presidency Division, we obtain the following summary according to creed:—

SCHOOLS IN	Hindus	Musal- mans	Christians	Total
24 Pergunnahs	56			56
Nudda	60			60
Tessore	18			18
Total	134			134
Calcutta	135	8	26	169
Total	269	8	26	303

Christians and Musalmans are here conspicuous by their absence. It is singular that the missionary institutions in Bhowanipore, Entali, and Nychatti, should not have sent one successful Christian to the examination.

Minor Scholarship Examination of the Districts of the 24-Pergunnahs and Nudda for 1872.

There were 130 candidates; of whom 2 passed in the first division, 17 in the second, and 35 in the third; 69 failed, and 7 were absent. Of the 54 students who passed, 20 were Brahmins, 5 Baidyas, 22 Kaysthas, 3 Navashaks, 1 other caste, and 3 Musalmans.

CASTE.	1st Division	2nd Division	3rd Division	Total
Brahmans	1	7	12	20
Baidyas		2	3	5
Kayasthas	1	8	13	22
Navashaks			3	3
Other caste			1	1
Musalman			3	3
Total	2	17	35	54

*Reports of Inspectors of Schools.**Vernacular Scholarships.*

There were 383 candidates, of whom 13 passed in the first division, 64 in the second, 139 in the third, 142 failed, and 20 were absent. Of the 216 students who passed, 106 were Brahmins, 1 Khetri, 1 Badyas, 56 Kayasthas, 19 Navashaks, 26 other castes, 3 Musalmans, and 1 Christian —

CASTE	1st Division	2nd Division	3rd Division	Total
Brahmins	9	33	64	106
Khetris			1	1
Badyas			1	1
Kayasthas	1	20	35	56
Navashaks	2	5	12	19
Other castes	1	5	20	26
Musalmans		1	2	3
Christians			1	1
Total	13	64	139	216

The examination for Jessore was held at his own request by Babu Bhudob Mukerji. He has furnished me with the following information —

Minor Scholarships

CASTE	1st Division	2nd Division	3rd Division	Total
Hindus	7	14	25	46
Musalmans			1	1
Total	7	14	26	47

Vernacular Scholarship

CASTE	1st Division	2nd Division	3rd Division	Total
Hindus	12	48	259	319
Musalmans		2	11	13
Total	12	50	270	332

STANDARDS FOR PRIMARY SCHOOLS

In one portion of my letter to Government, No 3418, written as Officiating Director of Public Instruction on 9th August 1872, I proposed a scheme of standards for primary schools on the principle of payments by results. In the preparation of this scheme I had the assistance and advice of my lamented friend Mr R. L. Martin, Inspector of Schools

Presidency Division.

A comparison of this table and that sanctioned by Parliament in Great Britain in 1866 will not only show how much progress the boys of a school ought to make in one year, but will give us definite ideas of the age at which certain standards ought to be attained, for age in England is a most important consideration and is most carefully tabulated.

The new Educational Code of 1871 assumes that the foundation of instruction has been laid in infant schools, for which aids are still given according to average attendance and general efficiency, and not by individual examination. Hence the lowest standard of the new code begins with the second standard of the revised code. The new fifth standard is the same as the revised sixth standard, and a new sixth standard of higher character has been added.

The new code standards are not therefore so convenient for comparison with Bengal as the previous standards, and in my schedule of standards I have kept more nearly to the "revised" than to the "new" standards.

Proposed Standards of Classes in a Primary School in Bengal

	Standard I	Standard II	Standard III	Standard IV	Standard V
Reading	Know the letters of the alphabet so as to name a letter pointed out, or print out a letter named.	Easy sentences in No. 1 Barnapari clay or any similar book, spelling the words in the book.	Books like Kathi-mula spelling the words in the book.	Easy book not before seen—spelling. Reading legible manuscript.	Reading books on agriculture or natural history or useful knowledge. Pata-kumuh Post the rules for addressing letters. Reading the ordinary manuscript of bills and court documents.
Writing	Write the letters of the alphabet and their own names.	Copy a line in print or clear manuscript.	Improved copying.	Good copying writing easy sentences at dictation with correct spelling.	Writing in paper letters bills postals khatuhs.
Arithmetic	Count to 10.	Multiplication up to 10 addition and subtraction of numbers under 10. Mental addition and subtraction of numbers less than 10 to and from a larger number. Dhara path kora Gonda.	The multiplication table up to 20 times 20. Dhara path to the end, easy questions in mental arithmetic.	Multiplication table subhakar, mensuration, monkast, mishauma pama-bandi, mental arithmetic.	Practice, rule of three, not rest, indjam and zeminary accounts.
Drawing, Mensuration and Surveying		Drawing straight lines upright and slanting on slate.	Printing letters and drawing with the hand angles and circles.	Easy examples in mensuration printing, with English letters and figures, drawing simple diagrams.	Surveying with chain only, and plotting survey.

Attention should be given to gymnastics, or to games involving physical exertion.

Standards in the revised Code of 1866 for Primary Schools in Great Britain.

	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI
Reading	Narrative in monosyllables.	One of the narratives next in order to monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript characters a line of print.	A sentence from the same paragraph read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time from the first class of the school.	Another short ordinary paragraph in a newspaper or other modern narrative slowly dictated once by a few words at a time.

*Reports of Inspectors of Schools.**Standards in the revised Code of 1866 for Primary Schools in Great Britain.—(Continued.)*

	Standard I	Standard II	Standard III.	Standard IV.	Standard V.	Standard VI
Arithmetic	Form on black-board or slate from dictation, figures up to 20; name at sight figures up to 20, add and subtract figures up to 10, orally from examples on blackboard	A sum in simple addition or subtraction and the multiplication table	A sum in any simple rule as far as short division (inclusive)	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels

I had proposed certain rates of remuneration for each standard, but as they are considerably higher than would be allowed under the system of remuneration now established by Government, I do not think it necessary to reprint them. I have introduced into the standards the reading of manuscript. The course will be found to lead a pupil to pass the examination laid down in paragraph 5 of the rules for primary scholarships in the resolution of the 5th October 1872.

Para 5 "The only subjects which shall count for primary scholarships are" —

"Reading and writing the vernacular of the district.

"Arithmetic, written and mental, bazar and zemindary accounts, and simple mensuration."

As gymnastics are good for the health, and as drawing helps in writing, I have not considered the Government restriction on the subjects of examination to exclude these two subjects from the school course. These changes can scarcely be commenced too early.

A year's experience will be useful before payments by results can be mooted. The system of payment by results on individual examination is too cumbrous to be carried out in its integrity, but the arrangement of a school in classes generally congruous with standards could easily be effected, and the approximate allowance to the school, according to the number of boys studying each standard, could be carried out by the District Committees. The Sub-Inspector on his visit to a school could arrange the pupils in his notice of the inspection in the following plan:—

STANDARD	Attendance	Number on the roll.	Rate per head.	Total remuneration
V. Standard	2	3	To be adapted to the locality.	To be considered and passed by the District Committee.
IV. "	4	6		
III. "	7	10		
II. "	14	20		
I. "	21	30		
Total	48	69		

If the attendance was within 25 per cent. of the number on the roll, the school might be regarded as no worse than its neighbours on the score of regularity of attendance, and the money payment might be regulated by the number on the roll. In such a system of payments by results locality must be taken into consideration, and the District Committee will be able to adjust a sliding scale of remuneration (when the element of locality is considered) far better than any central authority can do. In a long discussion on the Bombay system of payment by results submitted by the Director of Public Instruction to Government two years ago, I showed that when once consideration was paid, as it ought always to be paid, to the varied wants of different localities, a rigid system of payment by results became impossible, or rather became merged into a system similar to that in Bengal.

I have removed from the present report the notices I had given of the English rates of payments, as these rates will be better suited for comparison with Bengal rates when the latter have settled down into a system adapted to the various localities.

I believe that a system such as is here sketched but would secure all the advantages of the Bombay system of payment by results without its drawbacks.

Presidency Division.

SUMMARY OF EXPENDITURE

Mr. Forster, in presenting to the House of Commons the estimates of two millions sterling for education, science, and art, is reported to have said: "This is a large bill, gentlemen, but it will increase, and increase rapidly." The above quotation was pointed out to me by Mr. Atkinson, and aptly applies to the budget of the Presidency Division.

The following table shows the general expenditure of the Presidency Circle :—

Abstract Return of Expenditure in the Presidency Circle for 1872-73

	FROM IMPERIAL FUNDS				From Local Funds		Total	Percentage of total cost
	Salary	Travelling charges	Office establishment &c	Total				
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Inspector of Schools	15,000 0 0	1,002 14 0	2,716 0 0	21,718 14 0		21,718 14 0		18
Deputy and Sub-Inspectors								
Calcutta and 24 Pergunnahs	7,428 11 0	2,104 12 0	161 8 0	9,694 15 0		9,694 15 0		
Nuddea	6,075 0 0	2,173 8 9	108 0 0	8,356 8 9		8,356 8 9		
Jessore	7,610 9 3	3,329 2 0	54 0 0	8,999 11 3		8,999 11 3		
Total	20,120 4 3	7,587 6 9	323 8 0	27,331 9 0		27,331 9 0		4.38
Haziribagh	1,200 0 0	502 12 0	54 0 0	1,756 12 0		1,756 12 0		
Burdurgha	210 7 6	270 10 6		481 2 0		481 2 0		
Sunderbans*								
Mamitbom	980 0 0	161 10 0		1,141 10 0		1,141 10 0		
Total	2,310 7 6	1,238 0 6	54 0 0	3,602 8 0		3,602 8 0		57
Total for Inspection	39,430 11 9	10,128 5 5	993 8 0	52,172 9 0		52,652 9 0		8.43
<i>Instruction</i>								
Calcutta†				45,032 5 5	97,358 5 2	1,40,408 10 7		22.44*
Presidency Division				1,51,453 0 9	2,23,179 15 2	3,74,115 15 11		60.12
Chota Nagpore Division				23,713 1 10	19,675 11 6	43,288 13 4		6.98
Total				2,20,218 8 0	3,39,591 15 10	5,58,810 7 10		89.4
<i>Scholarships</i>								
Minor { Presidency Division				2,160 14 6		2,160 14 6		34
{ Chota Nagpore Division				1,012 6 6		1,39 17 6		61
Vernacular { Presidency Division				7,206 0 3		7,206 0 3		1.15
{ Chota Nagpore Division				307 5 3		307 5 3		96
Vizianagram { Presidency Division					14 11 9	14 11 9		
{ Chota Nagpore Division					4 3 0	4 3 0		
Total				9,814 3 6	18 11 9	9,833 2 3		1.58
Service Stamps				1,400 0 0		1,400 0 0		
Remuneration to Examiners				623 3 0	752 1 6	1,375 5 0		15
Total				2,32,055 10 0	3,39,363 0 1	5,71,418 10 1		91.57
GRAND TOTAL				2,81,708 8 0	3,39,963 0 1	6,21,671 8 1		100.00

* Salary drawn in April

† Under the head of cost of instruction in Calcutta is included the cost of the Hindu, Marathi, Sanskrit, and Anglo-Persian Schools, the Normal School and its Practising Schools, the Bethune Institution and all Aided Schools. Colleges are not included. The cost of the Krishnagur Collegiate School is included in the Presidency Division.

Reports of Inspectors of Schools.

The cost to Government of education in the Presidency Circle during the year was Rs. 2,84,708-8, of which sum Rs. 52,652-9 were for inspection by the Inspector and by 17 Deputy Inspectors; Rs. 2,20,218-8 were for instruction, and the rest (Rs. 11,837) was for scholarships, examiners' fees, postage, &c. The expenditure on instruction was met by Rs. 3,38,592 raised in fees and local contributions. Hence on the expenditure of 5½ lakhs on instruction, the people gave three rupees to every two spent by Government. In the 94½ per cent. devoted to local inspection and instruction, Chota Nagpore received 7½ per cent., Calcutta 22½, and the Presidency Division 61½. The land revenue of the Presidency Division is Rs. 37,63,112, and that of Chota Nagpore Rs. 351,671, so that little is given to those from whom little is received. In fact Chota Nagpore receives somewhat more than would be warranted by its contribution to the land revenue. Imperial income from taxes is much more productive in the Presidency Division than in Chota Nagpore. Still, if population be considered, as it ought to be considered, the poor district remote from the metropolis with a population more than half that of the Presidency Division has not received its due share of assistance. The constituents of the circle being changed by the removal of Hughly, a district rich in schools and local contributions, and the addition of Jessore, poor in local contributions, there cannot be any very close comparison with the expenditure of last year.

Owing to the increase of Sub-Inspectors, the Government expenditure on inspection was this year Rs. 52,652, against Rs. 47,863 last year. The Government expenditure on instruction was Rs. 2,20,000, against Rs. 2,97,000; and the local contributions in schools were Rs. 3,38,000, against Rs. 4,91,000 last year. These last figures show how powerful an influence the schools of Hughly had on the local contributions. The total of educational expenditure by Government and the people (excluding that on unaided schools, which is not known,) was Rs. 6,24,071, against Rs. 8,36,924. The total sum being thus greatly reduced, the percentages of the several heads on the total expenditure are altered. Thus inspectional charges appear as 8.4 per cent. instead of 5.7; scholarships are 1.58 per cent. instead of 1.16; and instruction is 89.54 instead of 92.74. I may here mention what is shown in another place, that in the Presidency Division the Government contribution to English schools was Rs. 68,103, and to vernacular schools Rs. 83,317; or it is not altogether the fact that near the metropolis vernacular education was starved to feed English education. Vernacular schools received more than half the supplies.

THE FOUR STATISTICAL RETURNS.—The Government orders of the 8th April 1872 direct that "the Inspector's reports should give for each district, the statistics, *not of each school*, but of every class of school," though subsequently it is explained that notice may be taken of particular schools if any matter occurs worthy of special remark. Each District Committee has forwarded for the information of Government the statistics of its schools in four forms—(1) the annual statistical return of schools, pupils, languages taught, and expenditure; (2) the progress report of these schools; (3) the creed and nationality of pupils and teachers; (4) the social position of the pupils. These four forms were simplified for primary schools by the orders of Government No. 1547, dated 21st April 1873.

I shall, as regards the Presidency Division, discuss the information given in the above statistics. The tables, though clear to the initiated, are from their bulk and seeming intricacy repulsive to the general public.

The annual statistical return has 27 columns and 102 rows. The columns give statistics of the 'number of schools and pupils, the attendance, languages taught, and the income and expenditure of the class of schools shown in each row. The first column shows the description and management of a school.

The broad sheet

The description of school states whether it is a higher school reading up to the University Entrance Examination, or a middle English reading up to a standard two years below the Entrance, or a vernacular school reading in the vernacular the subjects of the middle English school, or a lower vernacular now called a primary school, or a girls' school, either for European or for Native races, or a normal school, either English or Vernacular, and either for male or female teachers. Then, as to management, the school may be under the sole control of Government or under the management of missionaries, or of other Christians, or of Native gentlemen. Then again as to aid, it may be aided under the regular grant-in-aid rules, or on the principle of Mr. Woodrow's circle schools, or on that of Babu Bhudeb Mukerji's pathshalas, or on that of the new pathshalas established under the orders of the 30th September 1872. Under the head of unaided schools, in addition to these various kinds of schools, there are the tols and akras for Sanskrit and the maktabas for Persian and Arabic.

It is easily seen that combinations of the various descriptions of schools with the various modes of management give rise to a long series of designations of schools. They amount with the totals of each class of school to not less than 102 entries.

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Then about any class of all these 102 sorts of schools, various information is desired, and it becomes necessary to show in column (2) the number of institutions of each description; in columns (3) and (4) the number of pupils on the rolls on the 31st March, and also the monthly average for the year; in column (5) the average daily attendance for the year, deduced from the monthly daily attendance; in column (6) the sum of the ages of all the children in the school on the 31st March in order to get for column (7) the average age of these children; in columns (8) to (17) are given the numbers of pupils learning various languages; but as the languages spoken or studied in these vast provinces are numerous, 10 columns do not suffice. I have had to enter, in addition to the nine printed heads, columns for Greek, Armenian, Hindustani, and Sontali.

I have thus had to tabulate for 14 different languages, and I dare say that further diversities of tongues have to be noted by other Inspectors, so that the final table will have more than 20 languages. The columns from 18 to 26, inclusive, treat of money matters. No. 18 shows the total annual grant or assignment allowed by Government, No. 19 the part of it actually drawn, No. 20 the fees and fines, No. 21 the income from subscriptions and other sources, No. 22 the total income, No. 23 the total expenditure, Nos. 24 and 25 the cost to Government and the total cost of each pupil, No. 26 the number of girls reading in boys' schools, No. 27 is reserved for remarks. There is no column for the average rate of schooling fee. It may be deduced by dividing the one-twelfth part of column 20 by column 4.

Hence the 102 different sorts of schools have to give information under 27 different heads, so that 2,754 compartments appear on the broad sheet.

The second return is that of the progress of the pupils, from which it is seen how many pupils are in the primary stage, usually occupying about the first four years of a child's school-life. The primary stage is divided into two sub-heads; one shows how many pupils are still unable to read, write, and understand an easy sentence in their mother-tongue, and the other shows how many have advanced beyond this elementary stage. The middle stage is supposed to occupy the four years of a pupil's life between the primary stage and the two classes preparatory for the University Entrance Examination. For intelligent pupils ten years is occupied in the course of study, terminating with the Entrance Examination. As in India school-life usually begins at the age of six years, and as Mr. Sutcliffe, the Registrar of the University, reports that the average age of candidates who pass the Entrance is eighteen years less two weeks, it follows that twelve years is the average term of school-life previous to the Entrance.

I have no doubt that by an improved system of gradation in different kinds of schools, so that what is taught in one school is immediately useful in the next school, and by a better system of imparting instruction in every school, this term of ten or twelve years might be shortened, but the difficulties in the way of carrying out these reforms are enormous. Higher schools graduate their classes by the pupil's knowledge of English, so that a vernacular scholar who has learned Algebra and Euclid is obliged to begin again with Elementary Arithmetic, because the higher subjects are not taught in the A, B, C English classes, and when he has advanced far enough in his English studies to open again his Geometry and Algebra, he finds that he has forgotten the subjects that he knew four years before.

This is a great defect in our present system. The heads of schools reduce the disadvantage by pushing up the vernacular scholars as fast as possible, and by allowing them sometimes to skip a class under what is called "double promotion;" but room for improvement remains.

English has in Bengal the overpowering influence which the classics have in English public schools, and the number of teachers is not sufficient to allow of a boy's attending different classes according to his different stages of progress in the several subjects of his course.

The third statistical table is that of the creed and nationality of the pupils and teachers, and it breaks out necessarily into multifold branches.

The fourth table is that of social position, and here again complexity is introduced from the divisions of the upper, middle, and lower ranks of society under some two hundred heads of occupation. They are further tabulated according to creeds. The object of the two last tables is to see who are our pupils and especially what sort of schools our Musalman pupils attend, and by what occupations in society they are chiefly contributed.

I extremely regret that the annual statistical return for schools is arranged in the old form of Government aided and unaided schools.

Lord Northbrook, at the last convocation of the University, especially declared that Government took as much interest in unaided schools as in its own schools; and His Honor the Lieutenant-Governor was pleased as long ago as 8th April 1872 to order the returns to be made for each kind of school under the heads of Government, aided, and unaided, and I

Reports of Inspectors of Schools.

am not aware how far that order has been modified by the new forms which are now circulated. I think that the form prescribed last year is well adapted to give information in the form required by Government; and in order to compare the two tables, I have been obliged to recast every return sent to my office,—a work of considerable labour when the bulkiness of some of the returns is considered.

The higher and middle class schools exhibit but little change from their state in the past year, and therefore they may be noticed more briefly than in former years in order to give more scope for notices concerning the new schemes.

STATISTICS

THE BROAD SHEET.—The broad sheet of schools in the Presidency Division, exclusive of Calcutta, showed on the 31st March 1873 a total of 2,255 schools, and 77,774 pupils on the roll; of which numbers 1,692 schools, containing 61,541 pupils on the 31st March, were assisted by Government. Many of the unaided schools have not furnished further information than their number on that day, and consequently it will be necessary to omit them all in considering questions of attendance, regularity, age of pupils, language taught, and expenditure. In the assisted schools 57,592 was the monthly average of pupils on the roll, and 45,775 their daily attendance. These statistics bring out the fact that the numbers of the roll increased during the latter part of the year, and the numbers on the last day of the official year were 4,000 above the average of the year. The average attendance daily was taken on the mean of 12 monthly averages of daily attendance. This does not give exactly the average of daily attendance for the year; but the difference is a small fraction of no practical importance, while there is use in comparing the two monthly averages of the numbers on the roll and in attendance. We see the daily attendance to be 45,775; that is to say, omitting thousands on both sides, that in any school of 57 pupils only 45 would be present, or a quarter of the pupils are always absent. This is not satisfactory, for the absence of a quarter of the pupils causes excessive repetition of lessons to be unavoidable, and the time of the regular boys is then wasted. Some repetition is in all cases desirable. The loss of progress suffered by diligent and regular boys owing to the absence of their class-fellows on pleas sometimes frivolous, is a great but unobserved injury.

The higher schools educating up to the Entrance standard have slightly increased their numbers during the year. The 23 aided higher schools under Native managers remained almost unaltered, showing an increase of 20 only on the average of 2,113 on the roll. The four missionary aided schools showed an increase of 13 on 693, and the four Government higher schools an increase of 82 on the 614. Hence during the year Government higher schools have experienced a greater increase than other higher schools.

The middle English are all aided, Government not having any schools of the kind in the Presidency Division. The total on the rolls of 103 aided schools of this class was 5,516, and showed an increase of 323, or 6 per cent. on the monthly average.

The 95 middle vernacular schools increased by 218 on the average of 4,650. The lower vernacular aided schools also slightly increased, and aided night schools, girls' schools, the aided normal schools for female teachers, and the zenana instruction agency, all remained almost unaltered.

The increase at the end of the year above the average for 12 months was small both for circle schools and the old pathshalas, but the pathshala established under the orders of the 30th September 1872 experienced a considerable accession of numbers, for they rose from 19,362 to 21,275. There is some reason to doubt the correctness of the former of these numbers, as many of the pathshala teachers did not keep registers of attendance until they were assisted by Government.

Comparing the entries of daily attendance and numbers on the roll, we see that the average absence of one quarter prevails pretty generally throughout all the various kinds of schools, and that it is (surprising to say) least among the new pathshalas established under the orders of the 30th September, for they show an attendance of 16,048 out of 19,362 on the roll, or an absence of only 17 per cent. I distrust this result, for the schools most distinguished for irregular attendance are, so far as my experience goes, the small pathshalas.

As to the age of our 61,000 pupils, the average age in the normal schools, both Government and aided, was about 19 years and 6 months. The pupils of the several descriptions of night schools varied in average age from 7 to 20. These two sorts of schools may therefore be considered schools for adults.

We now come to the surprising result that in the Government higher schools the average age is 15½ years. We must bear in mind that there are in these schools some little boys learning their A, B, C, and that consequently to bring out an average age of 15½, they must be balanced by some young men of 20 years of age or upwards. Even if several students followed the native system of estimating age and gave their age a year too much, still the average is very high. In the aided higher schools it falls to 14 years, but both results point to the fact alluded to elsewhere, that the preparation for the Entrance standard takes

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many more years than is generally imagined. These statements of age entirely support Mr. Sutcliffe's calculation that the average age of Entrance candidates was 18 years. In middle class English schools, nominally two years, but really three years below the Entrance standard, the average age is 11½ years; the age in two missionary schools being higher by 1½ years than that in schools under Native management. In the middle vernacular schools the average age is 9 years. As the middle class schools, both English and vernacular, have the same question papers in all subjects, except English and history, this great difference of two years and a quarter in average age is due to the time spent on English, and is one of the many facts which show the exceeding difficulty of the English language. The lower aided vernacular are in point of age on a level with the middle vernacular.

In girls' schools the average age for European and Eurasian girls is 10 years, and for Hindus 7½ years. In Native Christian girls' schools we find the mean between these ages. These results accord with the Native practice of marrying off their children at an early age, and withdrawing their daughters from school previous to marriage.

LANGUAGES TAUGHT—In estimating the number of students learning different languages, it must be remembered that in higher schools, where a classical language is used, many of the pupils learn three languages, and only drop the vernacular when they are supposed to be thoroughly proficient in it. Some students are entered under three of the heads of "pupils learning the various languages;" some under two, and those in middle vernacular and primary schools under one. The result shows 8,712 pupils to be learning English, 60,138 to be learning Bengali, 1,421 Sanskrit, 11 Hindi, 2 Uriya, 17 Hindustani, 54 Persian, and 150 Arabic. The Hindi, Uriya, Hindustani, and Arabic students, are without exception all in the new pathshalas of the 30th September, 42 out of the 54 learning Persian are in the same schools.

INCOME AND EXPENDITURE OF SCHOOLS—The following synopsis of the broad sheet shows the sum received and expended in each class of schools in the Presidency Division. The income of Rs. 3,77,474 exceeded the expenditure by Rs. 2,361. Out of a total expenditure of Rs. 3,75,113, Rs. 1,51,453 were contributed by Government, Rs. 1,31,580 by fees and fines, and Rs. 94,440 by subscriptions and endowments. The summary of the expenditure according to districts shows that Government contributed Rs. 68,104 to English, and Rs. 83,349 to the vernacular; while the people themselves gave Rs. 1,29,057 for English, and Rs. 94,603 for the vernacular: or for every rupee given by Government the people gave Rs. 2 for English, but only Re. 1 for the vernacular. Hence even before the great resolution of the 30th September Government was more liberal to vernacular schools than to English schools.

Comparative Abstract of Expenditure in the Presidency Division on English Schools and on Vernacular Schools.

DISTRICT	On English Education in Government and Aided Schools			On Vernacular Education in Government and Aided Schools and Pathshalas, &c.			Total		
	From Government	From local sources	Total	From Government	From local sources	Total	From Government	From local sources	Total
	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.
24-Pergunnahs	30,614 4 4	61,543 8 3	94,157 12 7	32,717 6 0	52,713 6 6	86,430 12 6	64,331 10 4	1,10,256 14 9	1,80,588 9 1
Nuddea	20,583 2 1	34,011 7 8	54,594 9 9	21,324 11 3	22,753 9 8	44,078 1 11	41,907 13 4	60,765 1 1	1,02,672 14 8
Jessore	16,906 5 10	27,502 0 0	44,408 5 10	28,307 3 3	19,135 15 1	47,442 8 4	45,213 0 1	46,637 15 1	91,851 8 2
Total	68,103 12 3	1,29,056 15 11	1,97,160 12 2	83,349 4 6	94,602 15 3	1,77,952 9 9	1,51,453 0 9	2,21,659 15 2	3,75,112 15 11

In all the three districts of the division the Government expenditure was greater for the vernacular than for English, but the chief difference occurred in Jessore, where Government gave Rs. 17,000 for English schools and Rs. 28,000 for vernacular schools. Throughout the division the principle was observed of giving the most help where help was most required, and in consequence we find that the 24-Pergunnahs raised more than two rupees for every rupee spent by Government on English; while Jessore raised only Rs. 1½. Similarly for vernacular instruction the 24-Pergunnahs raised 1½ rupees for every rupee from Government, while Jessore raised only 10 annas to meet the rupee. The 24-Pergunnahs had therefore to raise Rs. 1-10, while Jessore raised only 10 annas. Hence Jessore, both in English and the vernacular, had far more liberal terms than were granted to the 24-Pergunnahs. This was right; but the fact has not hitherto been sufficiently noticed, and perhaps was not generally known.

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Synopsis of Expenditure on Schools in the Presidency Division.

DESCRIPTION OF SCHOOLS	Number of schools	Number of pupils on the 31st March 1893	Government net grant for the year	RECEIPTS					Expenditure	Sum raised by local funds to meet every Rs. 100 given by Government
				From Government	From local funds		Total			
					Fees and fines	Other local sources				
<i>Higher Schools</i>			Rs. A P	Rs. A P	Rs. A P	Rs. A P	Rs. A P	Rs. A P	Rs.	
Government	1	496	11 304 0 0	10 110 0 11	12 069 8 9	55 3 2	23 674 11 4	23 634 11 4	130	
Aided { Missionary	1	706	4 918 4 0	4 8 11 9	8 856 13 6	4 989 11 9	18 060 10 0	18 093 15 6	274	
{ Native	25	2 113	1 128 8 0	14 530 7 1	21 981 10 9	15 141 13 7	51 055 14 5	51 185 1 8	254	
Total	31	3 737	31 350 12 0	20 963 6 0	43 810 0 0	10 383 12 6	93 960 3 9	92 854 12 6	217	
Unaided	10	2 163								
<i>Middle English</i>										
Aided { Missionary	2	214	1 152 0 0	1 152 0 0	1 447 7 0	1 372 7 3	3 971 14 3	3 895 5 3	244	
{ Other Christian	1	106	2 400 0 0	2 400 0 0	3 415 0 0	5 815 0 0	5 111 0 0	5 111 0 0	147	
{ Native	100	5 226	51 552 10 3	51 585 5 6	2 141 8 3	51 770 4 5	88 800 2 2	88 175 10 5	181	
Total	103	5 546	57 104 10 3	57 140 5 6	30 303 15 3	33 142 11 8	98 587 0 5	97 201 15 8	180	
Unaided	2	1 025								
<i>Middle Vernacular</i>										
Government	14	844	4 500 0 0	4 310 10 0	2 231 0 0	60 0 0	6 693 10 6	6 693 10 6		
Aided { Missionary	7	377	1 242 0 0	1 32 0 0	719 10 6	1 415 7 1	3 107 2 0	3 113 8 3	17	
{ Native	90	4 802	16 221 4 0	15 051 15 6	14 343 4 6	11 143 2 9	32 013 6 9	11 763 1 1	174	
Circle schools	20	1 113	2 237 0 0	2 221 4 0	1 143 15 0	119 0 0	3 704 3 0	3 043 0 0	54	
Old Pathshalas	2	53	120 0 0	120 0 0	1 83 0 0	30 0 0	275 3 0	275 3 0	1	
Total	133	7 225	24 378 8 0	23 622 13 6	18 668 1 6	13 597 10 3	58 806 3 3	58 841 4 4	137	
Unaided	1	407								
<i>Lower Vernacular & Night Schools</i>										
Missionary	8	3 490	5 913 8 0	7 650 2 9	3 241 12 0	6 771 2 8	15 676 1 7	15 601 8 1	17	
Native	18	1 052	1 1 0 0	1 82 13 6	83 1 1	1 8 9 0	33 9 0	311 7 0	11	
Circle schools	111	1 441	7 777 0 0	7 777 1 0	6 619 1 0	2 310 1 0	11 600 0 0	11 600 0 0	8	
Old Pathshalas	1	134	27 627 4 0	24 300 2 5	13 171 6 1	2 931 14 1	6 388 6 7	10 174 10 7	1	
New Pathshalas	701	21 1	14 182 6 3	3 310 6 3	12 831 10 0	841 1 0	10 111 1 3	10 111 9 3	111	
Total	137	43 960	55 363 2 3	4 779 9 0	31 758 2 10	11 802 15 8	91 110 1 3	91 170 1 3	11	
Unaided	10	12 373								
<i>Girls Schools</i>										
Aided { Missionary	17	778	6 750 0 0	6 293 0 0	62 8 0	9 526 11 5	16 442 3 5	16 398 11 11	101	
{ Other Christian	9	88	648 0 0	648 0 0		97 9 9	1 200 9 9	1 023 9 9	16	
{ Native	23	700	1 710 9 0	3 306 5 0	181 8 0	4 017 11 0	7 778 11 0	7 773 6 3	118	
Zetana Missionary	1	71	10 0 0	31 4 1		1 9	958 6 6	958 6 6	21	
Total	50	1 637	11 818 9 0	10 880 12 0	807 0 0	17 166 1 11	26 777 14 8	26 707 7 5	148	
Unaided	8	205								
<i>Normal Schools</i>										
For Masters { Government	1	52	6 780 0 0	5 809 4 0	1 332 13 6		7 041 2 6	7 042 2 0	21	
{ Missionary	1	11	1 044 8 0	1 044 8 0		1 044 8 0	2 109 0 0	2 096 0 0	9	
Total	2	63	7 824 8 0	6 853 12 9	1 222 13 6	1 054 8 0	9 151 2 6	9 078 2 0	30	
Unaided										
Total of Government aided schools	1,692	61 541	1 67 725 1 6	1 19 113 12 3	1 31 850 1 7	91 440 10 0	377 214 2 8	372 853 11 11	151	
Schools abolished				2,239 4 0			2 253 4 4	2 230 4 0		
Total of unaided schools	1,692	61 541	1 67 725 1 6	1 51 433 0 9	1 31 580 1 7	91 440 10 0	377 473 12 4	375 112 15 11	180	
GRAND TOTAL	20,050	77 771								

NOTE—No returns for unaided schools.

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In looking down the synopsis we find that for the several descriptions of aided schools, both missionaries and Native gentlemen receive grants in-aid as managers of schools, but that without exception the contributions paid by missionaries are higher than those paid by Native gentlemen. In order to bring out the fact clearly, I have added a column showing the sum raised by fees and other contributions to meet every Rs. 100 given by Government, and we obtain the following remarkable results :—

DESCRIPTION OF SCHOOL.	SUM RAISED TO MEET RS 100 FROM GOVERNMENT BY	
	Missionaries	Native Gentlemen.
Higher Class Schools	274	254
Middle „ English Schools	244	181
„ „ Vernacular	175	174
Lower „ „	175	110
Girls' Schools	161	118

The first feeling on looking at these results is that educational authorities are so greatly afraid of giving more encouragement than is absolutely due to missionary schools, that they err on the other side, and do not give them their just quota.

The column of cost per head in the broad sheet corrects the impression of unfairness that might arise from these percentages standing by themselves. I own that in investigating this point I was forcibly reminded of the aphorism,—“There is nothing so false as facts except figures.” The falsity arises not from the figures being wrong, but from their being obtained from data which do not give a complete statement of the case.

The cost per head stands as follows :—

DESCRIPTION OF AIDED SCHOOLS	YEARLY COST FOR EDUCATING EACH PUPIL IN SCHOOLS MANAGED BY					
	Missionaries			Native Gentlemen		
	Average number of pupils on the rolls	Cost to Government	Total cost	Average number of pupils on the rolls	Cost to Government	Total cost
		Rs A P	Rs A P		Rs A P	Rs A P
Higher	603	6 15 4	26 0 5	2 113	6 14 0	24 3 7
Middle English	217	5 4 11	17 15 3	4,907	6 6 11	17 15 6
Middle Vernacular	368	3 7 6	9 9 3	4 650	3 6 1	8 15 7
Lower Schools	3,333	1 11 3	4 10 11	161	3 14 7	8 7 11
Circle Schools				4 396	1 10 11	3 3 7
Old Pathshalas				10 494	1 15 9	3 7 4
Girls' Schools	520	6 4 0	17 10 7	704	5 0 10	10 16 8
	5,127			12 535		

We see from the latter return that the missionaries, so far from obtaining worse terms than Hindus, enjoy a trifle better terms (between one and two annas a year) for every pupil on the rolls in their higher English and middle vernacular schools.

The missionaries have better terms by Re. 1-3 a head a year for every pupil in their girls' schools, but worse terms by Re. 1-2 a head a year for every pupil in their middle English boys' schools.

As regards primary schools there is not much difference in the aid per head given by Government. It is true that Missionaries receive as aid only Re. 1-11-3 a year for each of their 3,333 pupils in their 87 aided lower vernacular schools, while Hindus receive Rs. 3-14-7 for 191 pupils in five similar schools. But aided lower vernacular schools are but one branch of primary schools. Government gives liberal assistance to other primary schools called circle schools, old pathshalas, and new pathshalas, and these are the institutions more favoured by Hindus than lower aided vernacular schools are.

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The 160 circle schools with 4,396 pupils received as aid Re 1-10-11 a year per pupil; the old pathsalas of the primary class, 371 in number with 10,894 pupils, received from Government Re. 1-15-9 a year per pupil. The yearly cost of the new pathsalas would be based on the average of too few months of existence to be trustworthy, but their aid per head is below the aid in old pathsalas. On the whole, therefore, in the matter of primary education the aid per pupil paid by Government is substantially the same, whether the managers are Hindus or missionaries.

The difference arises from the fact that the missionaries spend more money on their schools than Native managers think it necessary to do. Native managers seldom complete the building or repairs of a school; their furniture, such as chairs, desks, tables, and benches, is in a uniform state of perennial rickitiness, the black board is without paint, the maps are torn, the floor is worn into holes, and cobwebs in profusion adorn the ceiling. Hence certain accompaniments of instruction, on which great stress is laid in Great Britain and the Continent of Europe, are disregarded in Bengal. The feeling of satisfaction in seeing a school neat and well-arranged is regarded as a whimsical notion of a foreigner, which may be gratified if it does not cost money. In the matter of cobwebs, such is the industry of the spiders that the attempt to please the Inspector would entail never ending trouble.

It thus happens that by economy in furniture, repairs, and servants, the total cost of instruction in aided schools under Native managers is reduced. We see that they save in the year nearly two rupees a head in the higher schools, and seven rupees a head in the girls' schools, and half a rupee a head in the middle vernacular schools. In other schools the total charges are almost equal. The totals of the sum raised by fees and by subscriptions are Rs. 1,31,580 and Rs. 94,111. Fees are beyond all comparison the most safe base on which the permanency of a school can stand; for the contributions of missionary bodies in India are dependent on the views of the home Societies, and the Church Missionary Society and some others have adopted the notion that schools are not so productive in conversions as their supporters have desired; educational remittances to India are therefore likely to be reduced. On the other hand, the subscriptions to Native schools are dependent either on the liberality of many or of one or two rich supporters. The rich may cease to give at any time owing to death, quarrels, or lawsuits. If dependent on the subscriptions of many, the school will decline, unless unceasing energy is exerted by the Secretary, and the inclination and power to beg perpetually is a rare accomplishment. It is therefore satisfactory to see that schools with either missionaries or Native gentlemen as managers are chiefly supported by fees.

Girls' schools, however, are an exception to this statement. Missionary societies for seventeen such schools contributed Rs. 9,526, and raised by fees Rs. 622, and Native gentlemen for twenty-nine girls' schools subscribed Rs. 4,017, and raised Rs. 184 by fees. These facts show that it is still up-hill work for all parties to start girls' schools and to keep them going.

Progress Return showing the class of Instruction at the schools in the Presidency Division, 1872-73

DISTRICT	Management	Number of schools	Number of pupils on 31st March 1873	UPPER STAGE		MIDDLE STAGE		PRIMARY STAGE			
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in the stage		Comprising all pupils who are not enumerated in the other column numbered 1, 2, 3, 4. Well prepared pupils are usually four years in this stage		Comprising pupils who have not attained the standard of the 1st class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage			
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
High Schools	Government	2	330	100		185		40		1	
	Aided	13	1,641	274		77		144		106	
	Unaided	8	580	113		211		247		10	
	Total	23	2,556	486		1,173		790		177	
Mudides	Government and Aided	12	1,162	276		56		240		132	
	Unaided	2									
Jessore	Government	1	137	32		105					
	Aided	3	200	75		19		36			
	Total	4	307	107		254		36			

Presidency Division.

Progress Return showing the Class of Instruction at the Schools in the Presidency Division, 1872-73—(Continued)

DISTRICT	Management	Number of schools	Number of pupils on 31st March 1873	UPPER STAGE		MIDDLE STAGE		ELEMENTARY STAGE			
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.		Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.		Comprising pupils who have not attained the standard of the 1st class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.		Can read write and understand easy sentences in their mother tongue.	Cannot read write and understand easy sentences in their mother tongue.
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<i>Malile English</i>											
24 Pergunnahs	Aided	97	2,140	17		1,047		770		5	
	Unaided	11	567			214		241		115	
	Total	48	2,716	17		1,261		991		447	
Nuddra	Aided	26	1,363			739		465		179	
	Unaided	8									
	Total	34	1,363			739		465		179	
Jessore	Aided	40	2,031			1,078		701		270	7
	Unaided	3	148			85		50		113	2
	Total	43	2,182			1,111		751		284	9
Total learning	English	166	10,376	886		5,023		3,232		1,199	6
<i>Middle Vernacular</i>											
24 Pergunnahs	Government	8	512			241		192		77	
	Aided	65	3,482			1,007	1	1,361	1	1,084	18
	Circular	6	366			93	1	128	3	113	1
	Pathshalas (old)	2	33			15		6		12	
	Unaided	5	135			30		63		42	
	Total	81	4,538			1,461	2	1,750	4	1,298	19
Nuddra	Government										
	Aided and Circular	30	1,548			478		544		226	
	Unaided	1									
Jessore	Government	4	137			41		53		48	
	Aided	9	60			160		297		148	
	Circular	11	512			116		225		119	
	Unaided	1	42			15		22		5	
	Total	25	1,298			322		597		365	
		140	7,181			2,281	2	2,891	4	2,189	15
<i>Lower Vernacular on Primary School</i>											
24 Pergunnahs	Aided	61	2,622			79		633	1	1,583	21
	Circular	105	4,487			161		1,802	1	2,08	17
	Pathshalas (old)	13	186			43		139		254	1
	Ditto (new)	900	12,414			8		3,740	10	8,1	91
	Unaided	347	3,427			18		1,007	2	2,11	11
	Total	915	23,433			309		7,447	14	17,42	143
Nuddra	Aided Night, Pathshalas (old) and Circular	193	5,504			344	7	2,741	117	408	374
	Pathshalas (new)	175	4,020			7		770	1	4,047	36
	Unaided	141									
	Total	509	10,424			351	7	3,528	118	6,545	415
<i>Lower Vernacular on Primary Schools—(Continued)</i>											
Jessore	Aided	28	427			35		403		366	21
	Pathshalas (old)	213	6,900			877	7	3,010	100	2,555	297
	Ditto (new)	127	3,942			51		1,483	2	2,373	3
	Unaided	31	1,007			14		427		566	
	Total	399	12,682			977	7	5,323	160	5,850	359

* Night schools

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Progress Return showing the Class of Instruction at the Schools in the Presidency
Division, 1872-73 —(Concluded.)

DISTRICT	Management	Number of schools	Number of pupils on 31st March 1873	UPPER STAGE		MIDDLE STAGE.		PRIMARY STAGE			
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.		Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.		Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage.			
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<i>* Night Schools</i>											
24 Pergunnahs	Aided Circle	1	18					4		14	
	Pathshalas (old)	1	24					6		18	
	Ditto (new)	2	44			10		20		13	
	Unaided	4	96			4		35		57	
	Total	8	181			14		65		102	
<i>Jessore</i>											
	Aided Pathshalas (old)	8	171	11		117		33			
	Ditto (new)	46	1,153			49		549		555	
	Unaided	3	70			26		23		7	
	Total	56	1,394	11		192		605		576	
Total of Lower Class		1,487	18,116	11		1,843	14	16,778	294	28,055	917
<i>Normal Schools</i>											
Nudda	Aided for masters	1	11			11					
	Government for masters	1	52			52					
Total of Normal Schools		2	63			63					
<i>Girls & boys</i>											
24 Pergunnahs	Aided Circle	27	1,045				139	335		571	
	Unaided	2	50					12		34	
	Zemana	3	65					41		24	
	Total	32	1,160				71				
	Total	34	1,211				210	389		635	
<i>Nudda</i>											
	Aided	1	930								
	Unaided	4				22		148		160	
<i>Jessore</i>											
	Aided	11	180			3		92		85	
Total of Girls' Schools		60	1,741			23		428		878	
GRAND TOTAL		2,255	67,678	897		9,900	25	22,501	930	32,043	1,806
Add pupils in Unaided schools not returned			10,096								
			77,774								

*In Nudda night schools have not been separately returned by the District Committee, but entered in the general head of Lower Vernacular

*Presidency Division.**Number of Pupils not returned by the Unaided Schools*

						Number of Pupils.
<i>Higher Schools.</i>						
24-Pergunnahs	..	...	...	...	..	1,047
Nuddea	...	..	...	...	...	536
Total						1,583
<i>Middle English.</i>						
Nuddea	...	..	...	...	..	310
<i>Middle Vernacular.</i>						
24-Pergunnahs	...	..	...	...	..	70
Nuddea	...	..	...	...	...	220
Total						290
<i>Lower Vernacular</i>						
24-Pergunnahs	...	...	...	...	..	4,392
Nuddea	...	..	...	...	...	3,381
Total						7,773
<i>Girls' Schools.</i>						
24-Pergunnahs	...	...	...	...	..	64
Nuddea	...	..	...	...	..	76
Total						140
GRAND TOTAL						10,096

PROGRESS RETURN.

STAGES OF PROGRESS.—Information has this year for the first time been required concerning the standards of attainments of the pupils of our schools. This information is a valuable contribution to educational statistics. Formerly people spoke of the pupils of English schools as all receiving instruction of a high character. Such a misapprehension will now be impossible. The table is divided into three stages, which have already been described. The primary and middle stages occupy a well prepared student 4 years each, and the last or upper stage 2 years. The stages of progress attained by 67,678 pupils in the Presidency Division have been registered. It is to be regretted that 10,096 pupils of unaided schools have not been classed. It may be hoped that next year unaided schools will kindly consent to afford statistics. Of the 67,678 pupils, 3,047 are girls and the rest (64,631) boys.

The table shows that there are in the—

Upper stage	...	897 boys or	14	} Per cent. of the whole number of the boys.
Middle	..	9,190	14.2	
Primary Higher Section	22,501	..	34.8	
.. Lower	32,048	..	49.6	
		61,631	100.0	

As regards girls there are none in the upper stage, 251 in the middle stage, and 930 in the higher section, and 1,866 in the lower section of the primary stage. Hence two-thirds of the girls are still in their alphabet.

The fact that 19.6 per cent. of the boys, or half of the boys, are in their A, B, C, shows without looking at the table that the new pathshalas have a preponderating influence, and that the pupils in them have lately commenced their school life. Only 36 girls who learn English are found in the schools of the Presidency Division. They are almost all in the Roman Catholic Orphanage of Jessore. Of the 10,340 boys learning English in the schools of the Presidency Division, 886 are in the upper stage, 5,023 are in the middle stage, and 4,431 in the primary stage. Thus we see that just 8 boys in every hundred of those learning English, study long enough to come within two years of the Entrance standard.

The fees of the 4,000 in the primary stage partly enable the 886 to continue their studies at a moderate cost. More than half the students of the upper stage are found in the 24-Pergunnahs; Jessore contributes less than an eighth part.

The middle vernacular schools are nearly twice as numerous in the 24-Pergunnahs as in the rest of the division. Of 7,000 pupils in those schools, 2,000 are in the middle stage, and 5,000 in the primary, and nearly half of this number are in its lower section.

The primary schools branch out into numerous sub-divisions. It is very desirable that this complication should be rectified. When the number of schools on the 30th September

Reports of Inspectors of Schools.

1872 is duly recorded, and when the fact that extension to the number can only occur at any time by the addition of pathsalas under the orders of the 30th September is known, the difference of the two numbers will mark the rate of progress of the new system. I have already alluded in the beginning of the report to the extension of the new system, and need not recur to it further than to compare the state of attainment in the new schools with the total of all the primary schools excluding night schools:—

		Number of schools	Number of pupils.	MIDDLE STAGE.	PRIMARY STAGE	
					Upper Sec- tion.	Lower Sec- tion.
<i>New Pathsalas</i>						
24-Pergunnahs		399	12,413	8	3,756	8,649
Nuddea	..	175	4,920	7	780	4,133
Jessore	... ..	127	3,942	51	1,485	2,406
		701	21,275	66	6,021	15,188
Totals of all Primary schools tabulated						
24-Pergunnahs		915	23,435	309	7,361	15,765
Nuddea	...	509	10,424	358	3,146	6,920
Jessore	...	399	11,682	941	5,489	6,209
Total		1,823	45,541	1,651	15,996	28,894

Night schools are usually of the primary class, and to prevent sub-divisions are so counted, but Jessore has night schools reading the Entrance standard. The fact that the Jessore new pathsalas contain 51 boys in the middle stage is also remarkable, for the pupils of the new pathsalas in Nuddea and the 24-Pergunnahs have only seven or eight. Jessore also has three times as many pupils in the middle stage as the 24-Pergunnahs, though with little more than half the pupils. This is accounted for by the fact that the old pathsala system was developed there, but nowhere else in the division.

The total number of pupils in the new pathsalas are 66 in the middle stage, 6,021 in the higher section of the primary stage, and 15,188 in the lower section. This is as much as could be expected. There are six thousand who have gone beyond their first primer, and therefore probably have been more than a year at school. This fact shows that the new system took up many established schools. In looking over the figures we see that judging from attainments only old established pathsalas were taken into connection most generally in Jessore, and that Nuddea is distinguished for establishing schools where they did not previously exist. This point is not clearly indicated in the reports of the District Committee and the Deputy Inspector, perhaps because they were not aware that any difference existed between their own procedure and that of other districts. I was long ago aware that the northern part of Nuddea was singularly destitute of schools. There was jungle over a great portion of the north of Nuddea in the beginning of the present century, and the land was cleared by the great zemindars, the Watsons.

On the 31st March 1872 the primary schools assisted by Government were 660, containing 19,460 pupils. On the 31st March 1873, there were 1,371 schools assisted by Government and attended by 43,516 pupils. By the resolution of the 30th September an increase of 711 schools and 24,056 pupils has been effected.

The progress return shows that of 573 girls reading in schools for boys, 9 are in the middle stage, and in the primary stage 170 are in the higher section and 394 in the lower. There are no girls in the night schools.

In 60 schools exclusively for girls, there are 1,741 pupils; of whom 235 are in the middle stage, 628 in the higher section of the primary stage, and 878 in its lower section. I notice that in the 24-Pergunnahs 71 zenana ladies are classified as in the middle stage. Mrs. Woodrow's experience in visiting the zenanas does not warrant me in accepting without hesitation this estimate of progress. Of course male inspecting officers cannot verify the statement of attainments of ladies in zenanas, and must tabulate whatever information they get. Still this estimate of progress seems to me to be wrong. The Deputy Inspector has put all the 71 zenana pupils as if they were in one school. When there are 800 ladies, as in Miss Brittan's agency, such a system would lead to a very high average of attendance in girls' schools, whereas such schools are generally sparsely attended. It is best to count as one school the number of ladies instructed by each paid teacher of the zenana agency. Girls' schools have generally but one teacher. Female instruction is far more advanced in the

Presidency Division.

24-Pergunnahs than in Nuddea and Jessore; in fact the 24-Pergunnahs have more than double the number of pupils than the other two districts put together.

RACE AND CREED OF PUPILS AND TEACHERS

RACE AND CREED OF PUPILS.—The summary of the table of race and creed shows that out of the 77,774 pupils of the 2,255 schools in the Presidency Division, exclusive of Calcutta, 67,578 are tabulated, but that 4,523 pupils in Nuddea and 5,673 in the 24-Pergunnahs have not been included. As the Sub-Inspectors have been successful in classifying all the pupils in Jessore, there seems to be no insuperable obstacles to their doing the same in Nuddea and the 24-Pergunnahs. The great divisions of race are as follow:—

				Total number of pupils in the Presidency Division.	Percentage on total number.
Bengalis	..	..	..	51,765	66.56
Muhammadans	..	..	..	14,661	18.84
Christians	..	..	..	799	1.03
Europeans	..	..	..	67	.35
Eurasians	..	..	..	211	
Beharis	..	..	..	42	.10
Uriyas	..	..	..	6	
Armenians	..	..	..	11	
Chinese	..	..	..	8	
Others	..	..	..	8	
Total				67,578	86.88
Not classed	..	..	..	10,196	13.12
GRAND TOTAL				77,774	100.00

It appears that just two-thirds of the 67,578 pupils classified are Bengalis, and that the Muhammadans are nearly 19 per cent., or one to every five.

It is singular to notice that the Chinese of Entali, who are not allowed to bring their wives from their native land, and who live with Eurasian women, and make them, it is said, very steady affectionate husbands, will not allow their children at school to be classed as Roman Catholics. The Armenians also repudiate being classed in that church. The majority of Eurasians and, strange to say, of Europeans also, are classed as Roman Catholics. The children of Europeans, Eurasians, Armenians, and Chinese, are all in the 24-Pergunnahs. There are no members of these nationalities in Nuddea and Jessore, for the Europeans and Eurasians do not appear to send their children to the district schools.

The 51,765 Bengalis are classed, 33,073 in castes from which a Brahman will take water, beginning with the Navasakh upwards, and 18,692 below the Navasakh. The Brahmans are still the most numerous class, taking all the schools together, and next come the Navasakh. The Kayasthas, Vaidyas, and Khetris, together do not aggregate so many pupils as the Navasakh.

It will be convenient to examine the attendance in separate schools in order to see how they are attended by different creeds and nationalities. We find that in the higher schools the Brahmans form more than half the total number on the rolls in Nuddea, a third part in the 24-Pergunnahs, and a fourth part in Jessore. It is singular to notice that in Jessore the Kayasthas form nearly two-thirds of the numbers in higher schools. This probably arises from the large number of high caste Kayasthas in that district. The castes below the Navasakh scarcely appear in Jessore, are few in Nuddea, but number about 200 in the 24-Pergunnahs.

In the higher English schools the Beharis number twenty only, all but one being in the 24-Pergunnahs. The Muhammadans number only 96, more than half of them are in the 24-Pergunnahs, and only 9 in Jessore. Their attendance in higher schools is in the inverse ratio to their proportion to the total population of each district. The Native Christians in these schools number 11 only. There are neither Europeans nor Eurasians nor Armenians on the rolls.

In the middle English schools we find 106 of these races. The Native Christians are 23, and the Muhammadans 441. Beharis and Uryas do not appear on the rolls of these schools. The Bengalis of the lower caste increase greatly, and except in Nuddea the Kayasthas press closely on the Brahmans, and the Navasakh rise in the scale of numbers.

The middle vernacular schools exceed in the numbers on their rolls the middle English schools. They are entirely deserted by all foreigners; 14 Native Christians and 478 Musalmans attend them. These schools, which have a tendency to classical Bengali, are

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favoured by the Brahmans. Perhaps some cause for the fact may be found that many of them are located in Brahman villages. The remarkable fact that these schools in Jessore are attended by 406 Vaidyas and by only 251 Brahmins and 226 Kayasthas, shows that in certain villages of Jessore the Sons and Guptas, the two Vaidya houses, preponderate in numbers. The census tells us that there are only 3,259 Vaidyas in Jessore to 51,999 Brahmans and 90,640 Kayasthas. I do not like to think the census wrong, but the Vaidya villages, such as Senhati, Kalia, &c., ought to give more than 3,259 Vaidyas.

In our schools of Jessore we have 920 Vaidya children; and if the census is correct, this is by far the best educated class of the community. I have not materials to investigate the fact, but I should feel obliged if the Deputy Inspector of Jessore would give attention to this point next year and determine whether the Vaidyas are the best educated caste of the community.

In the higher and middle schools the upper castes of the Hindus form the mass of the pupils. In the primary schools this ceases to be the fact. The attendance at primary schools is shown in the following table.

Presidency Division.

Primary Schools.

CREED OR CASTE.	24-PERGUNNAS		MULDEA		JESORE.		TOTAL IN THE PRESIDENCY DIVISION		PERCENTAGE OF TOTAL	
	New pathshalas of 30th September 1872	All other primary schools and night schools	New pathshalas of 30th September 1872	All other primary schools and night schools	New pathshalas of 30th September 1872	All other primary schools and night schools	New pathshalas of 30th September 1872	All other primary schools and night schools	New pathshalas of 30th September 1872	All other primary schools and night schools
Brahmans	1,137	1,105	515	221	1,340	1,735	3,542	3,60	736	
Khetris	16	26	29	11	31	56	129	32	85	
Vaidyas	22	44	22	23	221	103	240			
Kayasthas	801	571	374	267	1,162	1,446	2,552	3,01	4,80	
Rayashals	1,576	1,448	974	684	1,449	3,228	4,703	6,73	7,79	
Total	3,344	3,124	1,952	1,252	4,173	6,548	11,048	13,66	22,89	
Kabartas	1,509	1,106	402	472	1,709	2,473	2,798	5,13	5,75	
Sonarmanas	1-2	277	103	383	615	641	1,068	1,37	2,22	
Other caste, also the lowest	2,763	8,241	554	300	618	3,617	4,356	7,51	9,06	
Domes, Haris, &c	205	393	150	174	497	633	957	1,10	1,69	
Total	4,709	5,012	1,219	1,342	3,110	7,209	9,147	15,11	19,02	
Total of Hindus	8,173	8,683	3,170	2,594	7,293	13,837	20,153	2,77	41,90	
Musamans	4,335	2,333	1,745	1,348	2,771	7,431	6,272	15,45	12,98	
Christians (Native)	5	214	2	142	80	7	438		20	
GRAND TOTAL	12,413	11,133	4,920	3,942	10,134	21,275	26,821	44,22	55,78	
Total	2,700	10,424	14,076	48,058	100					

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We gather from this table that among every 1,000 pupils attending primary schools there are—

Hindus of superior castes	..	..	..	36·55 per cent.
„ lower „	..	..	..	34 12 „
Musalmans	..	..	..	28·43 „
Christians and others	..	..	..	·90 „

100·00

The Musalmans are a little more than a quarter of the number, but are less in number than half the Hindus. The Christians are a trifle under one per cent. Examining the list we see that the Brahmans, Khetris, and Vaidyas, are twice as numerous in the old pathsalas as in the new, and that the Kayasthas are half as many again, and the Navasakhs are more numerous. In the lower castes of Hindus the old schools have still a majority over the new, but a difference is seen in the fact that in the old pathsalas the higher castes had a majority, and in the new schools the lower castes. This shows that the new net has been thrown wider, and has included a greater number of little fish.

If we look at the results in the several districts, we find that in the 24-Pergunnahs and in Nuddea the new pathsalas have been more successful than the old in attracting Musalmans, the success being most marked in the former district. Still it must be remembered that last year they had only a fifth part of their numbers Musalmans.

In Jessore the primary schools had before the 30th September 1872 a quarter of their numbers Musalmans, and in the new schools a third of the numbers are of that creed. The results, taking the old and new schools together, are that the 24-Pergunnahs and Nuddea have about a quarter of their pupils Musalmans and Jessore about three-tenths.

RACE AND CREED OF TEACHERS.—The table of the creed and race of the teachers shows that in 1,054 schools which have sent in returns, 2,800 teachers are employed. These teachers are thus supplied by the several nationalities:—

				Number of Teachers	Percentage of total number
Bengalis (Hindus)	..	..	..	2,305	82·4
Musalmans	..	..	..	320	11·4
Christians (Native)	..	..	..	150	5·4
Europeans	..	..	..	15	·5
Eurasians	..	..	..	7	·2
Armenians	..	..	..	1	..
Others	..	..	..	2	·1
				2,800	100·0

It is thus manifest that the Hindus of Bengal have the chief share in the instruction of the schools in the Presidency Division. They form 82 per cent., while the Musalmans are only 11 per cent. The Christians as teachers form 5 per cent. of the total, which is a large proportion, considering how small a fraction of the whole community profess Christianity. The summary shows that 1,436 teachers are employed in the 24-Pergunnahs, 637 in Nuddea, and 707 in Jessore. It is therefore, roughly speaking, correct to say that half the teachers are in the 24-Pergunnahs, and the other half are equally divided between Nuddea and Jessore, the latter having the greater portion. Again may be noticed the strange fact that the 24-Pergunnahs with the smallest Musalman population of the three districts have nearly two-thirds of the number of the Musalman teachers. The intelligence of Musalmans, if measured by the number of teachers they supply, is in an inverse ratio to their share in the population. I had a similar remark to make about Chota Nagpore. The 24-Pergunnahs also have two-thirds of the Christian teachers, and all the European, Eurasian, and Armenian teachers. In the 39 higher English schools of the division there are no European, Eurasian, or Armenian teachers. This fact thirty years ago would not have been credible. The secondary education of the schools of the country has fallen completely into the hands of Native teachers. This may be one reason why the pronunciation of English by students is not so good now as it was 25 years ago. Of the 249 teachers of these schools, 231 are Hindus and Bengalis. I notice with regret that there are but three Muhammadan teachers: 13 teachers are Native Christians and 2 are of other nationalities. None of the Musalman or Christian teachers are found in the Jessore higher schools. If we include the middle English schools and take the total number of teachers in all the 166 English schools sending returns, we find substantially the same result. Out of 678 teachers there are 643 Hindus by creed and Bengalis by race, 13 Musalmans, 17 Christians, 1 European, and 2 Eurasians. The Brahmans number 377, or more than half the total number, and the Kayasthas number 171, more than a quarter; 52 are from the Navasakh castes. Brahmans are by birth men of letters, and Kayasthas are writers, and the two together

Presidency Division.

form 80 per cent of the teachers of the English schools To the middle vernacular schools Brahmans supply 220, or 61 per cent. of the 358 teachers, and Kayasthas 22 per cent, or the two together contribute 83 per cent of the teachers, a greater proportion even than in English schools Instruction in higher and middle schools is therefore in the hands of these two castes

In lower schools a difference is found, and though these two castes contribute a substantial portion of the teachers, they have no longer the monopoly

The races and castes which supply the teachers of primary and night schools are shown in the following table —

Creed or Nationality of Teachers in Primary Schools of the Presidency Division

CREED OR CASTE	24-PARGANNAHS			NUDDEA			JESSORE			PRESIDENCY DIVISION		
	New pathshalas of 30th September 1872	Old pathshalas	Total of primary schools	New pathshalas of 30th September 1872	Old pathshalas	Total of primary schools	New pathshalas of 30th September	Old pathshalas	Total of primary schools	New pathshalas of 30th September	Old pathshalas	Total of primary schools
<i>Bengalis</i>												
Brahmans	71	96	167	36	97	133	24	103	127	131	295	427
Khetris	2	2	4	1		1		5	5		7	10
Vaydas	3	4	7	1	7	8	4	21	25		32	40
Kayasthas	89	72	161	51	42	93	12	73	85	152	187	339
Navasakhs	21	40	61	22	17	39	33	42	75	76	90	175
Total	186	214	400	111	163	274	73	244	317	370	621	991
<i>Kai'barthas</i>												
Kai'barthas	27	33	60	17	7	24	16	7	23	60	47	107
Sonarbanias	7	4	11		1	1	3	10	13	10	15	2
Other castes	50	43	93	7	5	12	3	14	17	60	62	122
Haris Domes &c		3	3				3	8	11		11	14
Total	84	183	267	24	13	37	22	39	61	133	1	268
Total Bengalis	270	297	567	135	176	311	95	283	378	503	756	1259
<i>Musalmans</i>												
Shias	11	3	14							11	3	14
Sunis	121	40	170	37	5	42	20	44	73	187	98	285
Total	132	43	175	37	5	42	20	44	73	198	101	299
<i>Christians (Native)</i>												
Protestants	2	51	53		15	15		3	3	2	69	71
Roman Catholics	2		2					4	4	2	4	6
GRAND TOTAL	400	400	800	172	193	365	127	334	461	703	930	1633

The teachers of the new pathshalas of the 30th September 1872 are 43 per cent of the total number. We notice, however, that a much less proportion of them is drawn from the higher circle of Hindus than in the old schools The lower castes yield almost exactly the same number, while the Musalman teachers in the new schools are almost double the number in the old schools.

SOCIAL POSITION

The social position table in its sub-divisions of Hindus, Musalmans, Christians, and others, has been already discussed The summary for the whole division is as follows —

Summary of the Social Position Table

	Hindus	Musalmans	Christians	Others	Total	Percentage.
In the upper ranks	272	15	10		297	2
Ditto middle "	27,720	1,212	340	1	22,273	28.7
Ditto lower "	30,777	13,418	678	7	44,880	57.8
Total	51,769	14,645	1,028	8	67,450	86.7
Percentage not ascertained or not known	10,227	34	63		10,324	13.3
Total	61,996	14,679	1,091	8	77,774	100.0

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The returns from Jessore are complete; those from the 24-Pergunnahs are incomplete, owing to the neglect or refusal of half the unaided schools to give returns, and they are not given at all for unaided schools in Nuddea.

It would be very desirable if the managers of unaided schools could be brought to think that accurate statistics of education convey information which is advantageous to the country at large, and so ultimately and indirectly become beneficial to themselves. Sub-Inspectors should carefully bear in mind that though aided schools can be induced in order to retain their aid to take much trouble in the preparation of these returns, yet that unaided schools have no such inducement. They should also bear in mind that the advance of education is the great object of Government, and that those who assist in this work without assistance from the State are the most to be honored of all managers.

Hence great courtesy should be shown to the managers of unaided schools, and every assistance they are willing to accept in the preparation of statistics should be accorded to them. There are, I know, unaided schools that have been established solely out of spite and with a single view to injure some other schools. Such cases, however are the exception, and Sub-Inspectors will do well to keep aloof, if possible, from local disputes.

By the order of His Honor the Lieutenant-Governor the position for admission to the upper ranks of society in educational classification was considerably reduced. In former years the gentlemen classed as belonging to the upper ranks of society were landholders with rent-rolls of Rs. 20,000 and upwards a year; owners of houses, Government securities, &c., with incomes of at least Rs. 30,000; professional men making Rs. 10,000 a year; and merchants and bankers with incomes of Rs. 50,000. By the orders of His Honor the Lieutenant-Governor incomes of Rs. 10,000 a year from land, realized property or professions, or incomes of Rs. 20,000 a year from trade, admit a man to the upper rank of society in this educational arrangement. Hence the upper ranks have been increased considerably in number, but the pupils of the middle class ranks are so numerous that the change has not sensibly affected their number. All who received rent from land were formerly classed in the middle ranks. A change has this year been made, and only those who received from this source more than Rs. 50 a year were entered there.

In the first table we see that in every 1,000 pupils there are 2 only from the upper ranks, 287 from the middle, 578 from the lower, and 133 have not been classed. It may be assumed that the majority of these last-named pupils are from the lower classes.

In my report for the 24-Pergunnahs last year I found that there were in every 1,000 of the pupils 2 from the upper classes, 450 from the middle, and 539 from the lower, and 9 of unknown parentage. In Nuddea there were 6 from the upper class, 533 from the middle, and 459 from the lower, and 2 were unclassified. In Jessore there were one one from the upper ranks, 431 from the middle ranks, and 568 from the lower. The total result of last year showed in every 1,000, 3 from the higher ranks, 471 from the middle, 522 from the lower, and 4 were unclassified. The large number of unclassified pupils this year prevents any rigorous comparison between the two years. The result, however, shows that the pupils of the new pathshalas come chiefly from the masses. The upper ranks would have been reduced had not the line of admission been lowered, so that the proportion both last year and this shows that two in a thousand are from the upper ranks. The middle class have come down from 471 in a thousand to about 287, and the lower ranks have risen from 522 to more than 578. The large number of unclassified pupils this year rendered it necessary to speak in general terms about the numbers of the middle and lower ranks.

DEPUTY AND SUB-INSPECTORS.—Among all the Deputy Inspectors and Sub-Inspectors I would notice with special commendation Babu Jagat Chandra Banerji and Babu Radhika Prasanna Mukhurji. Babu Jagat Chandra Banerji is the senior officer of the inspecting staff, and his experience in the 24-Pergunnahs is unrivalled. He was removed to Jessore because two Deputy Inspectors on Rs. 200 could not be given to the 24-Pergunnahs, and the Magistrate preferred Babu Radhika Prasanna Mukhurji. I have nothing but praise to say of Babu Radhika, but still I think that the earliest opportunity should be taken to bring back Babu Jagat to the sphere of his former labors. For active mofussil work, for ability to walk 40 miles in a day, and for animation in examining a class, I would give the palm to Babu Jagat Chandra Banerji; but Babu Radhika Prasanna Mukhurji is the better scholar. Babu Jagat Chandra Banerji was for many years previous to 1855 the head Native teacher of the General Assembly's Institution, and has a thorough knowledge of office work. His statistical returns this year were the most complete of all those of the Deputy Inspectors.

It is right to mention also with commendation Babu Sripati Mukhurji and Babu Mahendra Nath Ráy, Inspecting Officers in Nuddea. The latter has lately been appointed the Deputy Inspector of Schools in Calcutta. Favourable mention must also be made of Babu Hara Mohan Bhattacharjee, Sub-Inspector of the 24-Pergunnahs, and of Babu Gauri Sankar Ghosal of Nuddea.

ZILLA SCHOOLS.—There are four Government higher schools in the Presidency Division, and they are situated at Kishnaghur, Barrackpore, Barasat, and Jessore. The Kishnaghur

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collegiate school is considered attached to the college, and Mr. Lobb reports on it to the Director of Public Instruction. No information about the collegiate school is given in the report of the District Committee of Nuddea.

BARRACKPORE HIGHER SCHOOL.—The school at Barrackpore is situated in the Governor-General's park, and Lord Northbrook and Miss Baring take a warm interest in its prosperity. The building fund this year received a donation of Rs. 500 from His Lordship. The school-house is about to be enlarged, but the plans have not been shewn to the Educational Department. On my inquiring I was informed by the head-master that the new school-rooms are to be about 12 feet in height. All the rooms in the other Government schools of my circle have a height of 20 feet or upwards. I have seen almost all the Government schools in Bengal, and am not aware of a single school having rooms 12 feet high. Rooms for soldiers are not considered healthy under the height of 18 feet.

I am afraid that the attention of His Excellency the Governor-General, when the plans were submitted for approval by the Revd. G. P. Blyth, was not called especially to this peculiarity. The lowness of the ceiling will doubtless detract both from the appearance and from the healthiness of the new class-rooms.

The number on the roll of the Barrackpore school on the 31st March 1873 was 150, against 156 in the previous year. The loss is believed to be temporary only, and due to the prevalence of fever. There were only four Muhammadan boys in the school. The head-master reports that he has ascertained by careful inquiry that if the fee-rate were reduced from one and half to half a rupee or a quarter, there would be an accession of 50 Muhammadans, the sons of masons, tailors, and khansamas. The fees this year were Rs. 2,455, against Rs. 2,626 last year. The reduction is due of course to the falling off in numbers.

In the Entrance Examination two boys passed, and both in the third division. The head-master must be aware that this result is not satisfactory.

The prizes were this year distributed by the Hon'ble Miss Baring.

BARANET HIGHER SCHOOL.—By the resolution of the 25th May 1872 the assignment of the Baranet school was reduced from Rs. 2,616 a year to Rs. 2,100. The loss of Rs. 516 a year was made up by the transfer of a master to the Hare School, and the saving of Rs. 180 a year in the re-arrangement of the school, and by the old grant being allowed to stand for three months, and by an increase of fees from increased attendance and by rigid economy everywhere.

The numerical strength of the school on the 31st March 1873 was 185, against 166 on the same date in 1872. The income from fees has amounted to Rs. 2,658, against Rs. 2,540 in the previous year, showing an increase of Rs. 118 in the year.

The daily absence amounted to 32.6 per cent. This proves great irregularity, and constant efforts should be made to find a remedy for a practice so adverse to the success of the school. That one boy in three should always be absent, stops the progress of the other two by a loss of nearly two working days in every week. The fees of the school are Re. 1-8 in the three highest classes, Re. 1-4 in each of the next five classes, and Re. 1 in the lower class. The funded property of the school consists of a 4 per cent. Government security for Rs. 1,600, purchased some years ago from the legacy bequeathed by Prince Kutubuddin of the Mysore family. The interest accumulated on this till last year it amounted to Rs. 631, of which sum Rs. 600 has been invested in Government securities, raising the funded property of the school to Rs. 2,200. Orders have been given that the interest be paid over yearly to the account of the school in the Government Savings Bank. At the Entrance Examination six students passed; one in the first division, three in the second, and two in the third. The result is satisfactory. The thanks of the people of Baranet are due to Babu Bipradas Banerji and Babu Isser Chandra Mittra for prizes. Prizes amounting to Rs. 20 were promised by a friend of the school, but the money had not been paid for two years.

In this school a large number of boys having expressed in writing their wish to continue the study of Sanskrit, they were allowed, in conformity with the Government regulations, to do so. No boy is compelled to learn Sanskrit.

Handwriting has been added to the five subjects of school examination, and was allowed one-sixth part of the marks for determining prizes. The conservancy rules have been studied once a week. The committee regret that they have no money to pay a teacher in gymnastics, but they wish the subject to be taught.

One of the masters of the school, Shoik Golam Mowla, has been appointed to teach Persian to all the boys who wish to learn that language. There were in March only 10 Musalmans in the school.

The garden has been made over to Babu Hari Mohan Mukhurji for a portion of a model farm, and so has been taken from the control of the school.

JESSORE GOVERNMENT SCHOOL.—The number of pupils on the roll on the 31st March 1873 was 137, the average number on the rolls was 133, and the average daily attendance during the year 95.5. This is an improvement in the statistics of last year of about 10 in the number of boys paying fees and of eight in the average daily attendance. The school fees for the year amounted to Rs. 2,401, being Rs. 221 in excess of the collection in the

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previous year. The examination of the third class did not give satisfaction. The results of the Entrance Examination were this year more favorable than ever before to the school. Still the school, from the unfortunate position of Jessore, is not, and never will be, a large school.

Parents greatly prefer to send their children to Narail and Sridharpore, which have a much higher character for salubrity than Jessore. The reduction of the assignment from Rs. 3,616 to Rs. 2,400 was a great blow, and sad discouragement to the Jessore Committee. With a head-master on a salary of Rs. 200 a month they were for some months quite unable to adapt themselves to their reduced allowances. When the head-master was removed to the Hugly Collegiate school, and a head-master on Rs. 100 appointed, the finances of the school began to recover themselves.

This school some twenty years ago had an assignment of Rs. 5,280 from Government. Now it receives Rs. 2,400 only.

JESSORE TRAINING SCHOOL.—On account of the uncertainty concerning the future of normal schools, the full complement of students was not admitted to the Jessore training school. On the 31st March 1873 it had 52 students. One of the important features of this school is that surveying is taught by the head-master, Babu Sita Nath Chatterji, and the second master, Babu Jiban Krishna Basu. Jessore being the only normal school in the division, a statement of its finances has been given in the broad sheet and in the district report. I was particularly pleased with the manner in which Babu Jiban Krishna Basu examined his pupils, and I would recommend him for promotion.

The information concerning the different districts has been so well discussed by the several Committees of Public Instruction, that I have nothing to add to their reports. I have also only slightly diminished therefrom.

The progress of the districts of the 24-Pergunnahs, Nuddea, and Jessore, is shown in the following report.

Presidency Division—24-Pergunnahs

DISTRICT OF THE 24-PERGUNNAHS.

Report of the Magistrate and Collector of the 24-Pergunnahs, accepted by the District Committee, dated 5th July 1873.

2. The report has been mainly prepared by the Deputy Inspector of Schools for the district, Babu Kadhika Prasanna Mukhurji, and was passed by the School Committee at a meeting held on Saturday last, the 28th ultimo.

3. The report is, I fear, somewhat of a formal character, but it will doubtless be borne in mind that the Committee have very recently been appointed, and that they are therefore hardly as yet in a position to discuss fully the various questions connected with the education of the district. With these preliminary remarks I pass on to the report itself.

4. The number of schools in the 24-Pergunnahs of which any returns have been received, is 1,112, attended by 40,230 pupils. Of these 34 are schools for girls with an attendance of 1,295 children. There are besides 195 girls receiving elementary instruction in boys' schools of all classes. The number of girls under instruction therefore is 1,490. Deducting this from the total number of pupils returned we have 38,740 males at school.

5. The area of the 24-Pergunnahs being 2,788 square miles, we have a school to every 2.5 square miles. In some places near Calcutta, where the density of the population is great, schools exist close to one another, but in the sparsely peopled tracts they are very rare.

6. The total population of the district is according to the late census 2,210,047, of whom 1,155,759 are males, and 1,054,288 females. Assuming one fifth of these numbers to represent those of a school-going age, we have 231,152 boys and 210,857 girls, of whom only a small fraction attends school, the correct percentage being 16.7 for boys, and only 7 for girls. The intellectual destitution of the people is therefore great, and demands the serious consideration of the state.

7. A large girls' school in Bhowanipore furnished no returns, though twice asked to do so; the Kidderpore orphanage also declined to supply any information. It is believed that some unaided schools of the lowest class in sub-divisions Diamond Harbour and Buseerhat are not included in our returns, but the number of such schools in the district cannot be large. The census report gives the number of schools at 1,271, and of pupils at 26,811. The number of pupils now returned therefore is considerably more, while the number of schools is less than that ascertained at the time of the census. The difference between the two sets of figures is accounted for by the circumstance that the statistics now received were for the most part collected after actual inspection, and that the census enumerator returned as the number of pupils those only who were stated to be in "attendance" on the day of the census, whereas the numbers given by the schools are those "on the rolls."

8. It is worthy of notice that 344 aided schools of all classes with 17,374 pupils existed in the 24-Pergunnahs before the 30th September last. The pathsalas established or aided under orders of the 30th September last number 399 with 12,413 pupils. It is therefore evident that the pathsala grant has materially added to the number of schools in our list, by contributing towards the pay of the teachers of the lowest class of schools. The number of unaided schools of all classes now reported is 369 with 10,443 pupils. Of these 311 are pathsalas with an attendance of 7,605.

9. The total expenditure on Government and aided schools of all classes, exclusive of the cost of inspection, is given at Rs. 1,82,260, of which Government contributed last year Rs. 64,332, or about one-third. Of 369 unaided schools, only 239 have furnished returns of expenditure. The amount expended on them from private sources appears to be Rs. 27,107, of which no portion is contributed by the state. If the outlay on the remaining 130 unaided schools which are reticent about their income and expenditure, be assumed to be Rs. 15,000 per annum, the total sum contributed from fees and subscriptions in the whole district would amount to about Rs. 1,60,000.

The Government grant of Rs. 64,332, together with this sum, raises the charges on instruction to Rs. 2,24,332.

10. The charges on account of inspection amounted during the last year to Rs. 9,695. The cheap inspecting agency now entertained would have reduced this item in the coming year had not the healthy expansion of educational operations rendered the need for new Sub-Inspectors very urgent. The inspection charges amounted to 4.1 per cent. of the total educational expenditure.

11. The expenditure on the new primary schools is given in many cases only for a portion of the year, as the gurus kept no accounts before they received Government assistance. Before the next annual report is submitted, it is hoped that they will be better able to state their approximate income.

12. The annual reports received from the head-masters of the higher class Government schools at Baraset and Barrackpore, copies of which are appended, show that the schools continue to be appreciated in the localities where they exist. As they come under the charge of the Committee at the close of the official year, any expression of opinion on their part as to the

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merits of individual masters, or particular system of teaching, would therefore be premature. It is gratifying, however, to observe that His Excellency the Viceroy has been pleased to extend his patronage to the Barrackpore school, and the Government of Bengal has lately sanctioned half the expense of constructing additional rooms for the accommodation of the pupils up to Rs. 1,500, to meet an equal amount from local sources. A teacher of surveying and another of gymnastics have now been provided by Government, and it is hoped their services will be fully utilized. The garden attached to the Baraset school has been made over to the Superintendent of the model farm recently established there, together with its monthly assignment of Rs. 26, under orders of Government.

The head-masters of Barrackpore and Baraset schools state that inconvenience has been felt in obtaining supplies of prize and library books for the last two years owing to the restrictions imposed by the orders issued by His Grace the Secretary of State regarding indents for English publications. It is hoped that at least in regard to prizes the restrictions will be withdrawn, as it is not desirable to postpone their distribution indefinitely after the close of the annual examinations.

14. The question of fees is one that the Committee hardly as yet feel themselves in a position to grapple with.

The subject is a difficult one, requiring much careful consideration and considerable local knowledge. It will be, however, considered in the course of the present year in the light of the instructions issued by His Honor the Lieutenant-Governor on the subject.

15. A glance at the annual abstract returns appended to this report shows that the cost to Government per pupil in the two Government higher schools was Rs. 10-2-7 out of a total of Rs. 27-11-10; whereas in 13 aided schools it amounted to Rs. 6-3-2 out of Rs. 23-11-9 per pupil. The difference is mainly due to the want of local subscriptions in Government schools and to the higher salary drawn by the teachers, notwithstanding that the fees realized in the former are higher than those in the latter. It is to be noticed that the cost to Government of educating each pupil is slightly higher in the missionary than in the ten non-missionary aided schools. Out of eight unaided higher schools, six, which furnish returns of expenditure, show that each pupil in them cost Rs. 15-12-2, or less than two-thirds the amount expended in aided schools of the same status.

16. Of the 37 middle class English schools aided by Government, one is under missionary management, and one under other Christian bodies. The latter, though geographically in the 24-Pergunnahs, is to all intents and purposes a school for Calcutta, and will probably in future be included in the statistics for Calcutta. The missionary school costs Government Rs. 7-5-6; the Christian school, Rs. 24-1; and the Native schools, Rs. 6-2-4, per pupil. The last item differs very little from the cost per pupil in higher aided schools. Eleven middle class unaided schools show their total cost per pupil to be Rs. 8-15-6, or about two-fifths the amount spent in aided schools. There is no Government middle class English school in the district.

17. There are eight Government and 63 aided middle class vernacular schools in the district. The cost to Government in Government vernacular schools per pupil was Rs. 4-6-11, and that in aided schools Rs. 3-5-7. The Government schools are located generally in backward places, and this circumstance accounts in some measure for their being more expensive. The middle vernacular missionary schools are cheaper than those under Native management. There are only five middle vernacular unaided schools in the district, and the total cost in them per pupil is Rs. 5-1-9, or less than two-thirds the cost in aided schools. It is in the lower class aided vernacular schools that the greatest amount of missionary activity is manifested. Out of 61 such schools, 57 are managed by missionary bodies. They impart instruction of an elementary character to 2,506 pupils at a cost of Rs. 1-11-7 per head, while the lower schools under Native management cost Rs. 4-5-2 per boy. This difference in cost arises from the fact that the teachers in the latter are in receipt of higher salary. There is only one aided night school under Native managers, in which the cost per pupil is Rs. 3-2-6. The Intali Orphanage is the only school for girls of foreign parentage. The cost per pupil in it is Rs. 15-11-3. The schools for Native girls under missionary bodies cost Rs. 5-9-7; those under other Christian bodies, Rs. 7-11-5; and those under Native managers, Rs. 4-2-5 per pupil. The zenana school for native ladies shows an expenditure of Rs. 4-14-7 to Government, a very moderate charge.

18. Grouping together all grant-in-aid schools, it is seen that 11,028 pupils were taught at a cost of Rs. 48,338 to Government, and Rs. 94,029 to the local managers; the cost to Government of educating each pupil being Rs. 4-8-3; the total cost, Rs. 13-2-6.

19. The total expenditure on the 114 circle pathsalas was Rs. 14,900, of which Government paid Rs. 7,800. It is believed that several *gurumahashais* in circle schools understated their income with the view of securing increased pecuniary help. The cost of each pupil to Government is Rs. 1-9-6—a sum slightly below that paid in the lower class missionary schools.

20. There were only 17 five-rupee pathsalas established by the Inspector of Schools in this district. They taught 582 pupils, and the Government cost in them per head

Presidency Division—24-Pergunnahs.

was only Rs. 1-10-1, or almost the same as that incurred in circle schools. The 399 pathshalas established under orders of the 30th September last bear on the rolls 12,413 pupils. The cost of these schools to Government was Rs. 2,057, and consequently the expense per head was only As. 2-11. The cost for twelve months would have amounted to little more than 12 annas per pupil. It is to be regretted that the information regarding unaided schools is not complete owing to the reluctance of the managers to furnish financial details.

21. CLASS OF INSTRUCTION.—It appears from the return of “class of instruction,” which describes the different stages of study reached by each school, that in the Government and aided schools of the higher class, out of 1,976 pupils only 374 are in the upper stage and study the subjects proscribed for the University Entrance Examinations; while 942 are in the middle, and 660 in the primary stage. The progress made by the pupils who have attained these two stages corresponds to that aimed at in middle and primary schools respectively. * * * It is noticeable, moreover, that Government schools have more than half of their pupils in the middle, and one-seventh in the primary stage; while the missionary schools have about one-third in the middle, and half in the primary stage. Schools under Native managers again show more than half their number of pupils in the middle, and less than one-third in the primary stage. In middle class English aided schools there are 17 boys in the upper stage. These boys all belong to the only school managed by Christians. In the missionary school all the 46 boys are in the middle stage, but in the schools managed by the Native gentlemen, out of 1,997 boys 986 are in the middle, and 10 in the lower stage. Middle vernacular schools, both Government and aided, have a large number of boys in the primary stage on their rolls. Government schools have 241 boys in the middle, and 269 boys and 2 girls in the primary stage; while aided schools show under corresponding heads 1,067 and 2,395, besides one girl in the middle and 19 in the lower form. Returns from the aided lower vernacular schools for boys, including pathshalas, exhibit the following details:—

			MIDDLE STAGE	PRIMARY STAGE	
				Able to read, &c	Not able to read, &c
Aided lower	{ Boys		79	633	1,883
	{ Girls			1	26
Night School	Boys			4	14
Circle School			250	1,936	2,637
Girl			1	16	68
Old Pathshala	{ Boys		68	185	328
	{ Girls				
New Pathshala	{ Boys		8	3,746	8,559
	{ Girls			10	60
Total			414	6,504	13,421
			1	27	186

22. From this table it is easy to see that while lower class aided schools attempt the teaching of a middle-class course to a very small extent (only 3 per cent. of their pupils aspiring to such instruction), circle schools push forward 6 per cent of their pupils to this standard, and that the old pathshalas do the same with regard to 13 per cent. of their boys; while middle class vernacular schools, whose aim is to provide secondary instruction, have only 30 per cent. in the middle stage.

23. In the girls' schools we see a condition of things not at all hopeful. The school for girls of European and foreign origin shows 54 children in the middle, and 48 and 98 respectively in the two divisions of the lower stage. In missionary schools for native girls, 72 children out of 426 have passed beyond the primary stage; but most of them are believed to be of Native Christian parentage. In schools for girls under Hindu managers, which are attended solely by Hindu girls, we see only 13 who have reached the middle stage out of a total of 831 on the rolls. This is a low proportion indeed, and shows that the Hindu community does not yet feel the necessity of educating females. The London Missionary Society's zenana agency instructs 7 adult ladies, who are all reported to have attained the middle stage. A vigorous unsectarian working of the zenana system, with the co-operation of Native gentlemen if possible, seems under the circumstances the best adapted for promoting female education; but the number of zenana visitors necessitated by this arrangement cannot be obtained in the present state of female education in this country.

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24. RETURNS OF RACE OF TEACHERS.—It appears that the total number of teachers employed in the Government and aided schools of the district is 1,243, of whom 1,222 are Bengalis of different castes and religious persuasions; 13 are Europeans, 7 Eurasians, and 1 Armenian, employed in the Calcutta Boys' School and the Intally Orphanage, and one or two schools under missionary bodies. The figures for such of the unaided schools as have furnished returns are not discussed here, as they are not complete, but they are given in the abstract, and detailed returns forwarded with this report. The 1,222 Bengalis, who are employed in Government and aided schools, are thus classed according to religion and caste:—

Hindus	...	...	...	...	...	958
Musalmans	..	...	...	...	...	165
Christians	..	..	..	..	...	97
Brahmists	...	...	...	...	...	2
						1,222

The Hindus are subdivided into castes as follows:—

Brahmans	...	...	..	..	...	418
Khetris	...	...	...	.	...	5
Vaidyas	...	...	...	.	...	21
Kyastha	..	..	...	..	...	262
Nabasaks	...	...	...	...	...	76
Kybartas	...	...	...	.	...	46
Sonarbanias	...	...	...	.	...	14
Others above lower...	...	...	...	...	...	82
Lowest	...	...	...	...	..	4
						958

25. Considering the state of education among the Muhammadans, it is not to be wondered at that their community do not supply more than 2 teachers to higher schools, 9 to middle schools, and 154 to primary schools of all classes. Of the 106 teachers in the pathsalas aided or established under the orders of the 30th September last, about one-third are Muhammadans: and it is believed that this proportion is maintained throughout the district in regard to all aided pathsalas.

26. RACE AND CASTE OF PUPILS.—The total number of boys and girls returned for the Government and aided schools is 29,787. Their religion is shown below:—

Hindus	...	...	...	..	...	22,913
Musalmans	...	...	...	...	..	6,205
Christians	...	...	...	...	...	662
Others	...	...	...	...	...	7
					Total	29,787

The number of Musalmans in the superior (higher and middle Government and aided) schools is small, but they contribute a fair proportion of the pupils in the different classes of primary schools. They are 19.8 per cent. in lower aided schools, 16.6 in circle, 29.9 in five-rupee pathsalas, 34.9 in new pathsalas.

27. It is a noteworthy fact that there are no Musalman girls in the aided schools of the district. It is found that 29,457 of the pupils in Government and aided schools are Bengalis, and the others belong to the following nationalities:—

Beharies	...	...	...	...	...	26
Uriyas	...	...	...	...	...	7
Europeans	...	...	...	...	...	67
Eurasians	...	...	...	...	...	211
Armenians	...	..	{	..	...	11
Chinese	...	...	...	...	...	8
					Total	330

Fifteen more Uriyas are returned by unaided higher class schools under Native management, so that the total number of pupils who are not Bengalis is 345.

Presidency Division—24-Pargannas.

28. RETURN OF SOCIAL POSITION.—To discuss this return in all its bearings would require more space than can be allotted to it in the present report. In the Government and aided schools the upper, middle, and lower classes are thus represented:—

	NUMBER OF PUPILS IN THE				Total
	Upper class	Middle class	Lower class	Percentage not ascertained	
Government Schools	2	613	232		847
Aided Schools	103	581	529	65	11028
Circle Schools	1	1225	3688		4914
Old Pathshalas		220	33		253
New Pathshalas	7	1538	10868		12413
Total	113	9180	20120	65	29781

It will appear from the above that the new pathshalas reach a lower stratum of society than any previously established schools. It is also evident that as the status of the school rises, the children of the humbler sections of the community drop off as if by instinct. The falling off in the number of pupils may be due, among other causes, to a gradual increase of school fees, which frequently takes place in all prosperous schools. There is reason to fear that if the new pathshalas endeavour to impart instruction in subjects suited to middle class schools, they will to some extent cease to be schools for the masses. The unaided schools do not much differ from the aided schools in regard to the proportion of scholars of each class of society receiving instruction in them. Such of these as have sent in returns are shewn in the tables.

29. Taking together all the Government aided and unaided schools which have furnished complete returns, we find the different religions thus represented in the schools according to social position:—

	Upper class	Middle class	Lower class	Percentage not known	Total
Hindus	176	9,562	16,936	39	26,671
Musalmanas	11	532	6,525	16	7,078
Christians	10	265	405	63	680
Others		1	6		7
Total	197	10,360	23,882	118	34,557

The number of people of the above religious persuasions in the district being, respectively, 1,307,087, 887,153, 13,767, and 1,340, we find that only 2 Hindus out of every 100 attend school, while only 0.7 per cent. of the Musalmans avail themselves of the benefits of education. The Christian population has 5 per cent. at school, which appears a very small proportion, and can only be accounted for by the fact that a large number of Native Christians are very low down in the social scale, and either have not the means or do not care to educate their children. It also appears from the above return that the schools are largely attended by children of the middle classes of society, and that the lower classes are still educationally in a backward condition. The number of persons in the upper class being limited, our educational institutions are attended by a very small number of boys belonging to that class.

30. The operations under the orders of Government dated the 30th September last, for the extension of primary education, were commenced shortly after the Dussarah vacation. These orders placed the entire control of all matters in connection with the establishment, improvement, and supervision of indigenous schools, in the hands of the Magistrate of the district; but as no educational statistics were available in his office, his endeavours were in the first instance directed to supply their want. With this view he addressed the Inspector of the circle for a list of all unaided schools in the district, and applied to the Inspector-General of Registration in charge of the census office for a list showing all villages with a population of at least 500 souls, and noticing whether they contained any primary schools. The sub-divisional officer and the police were also directed to prepare

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lists of villages containing at least 100 houses, with information as to schools existing in them. No reply was received from the Registrar-General, owing probably to the abolition of the census office, which followed closely on the Magistrate's requisition. The returns of the other officers, though not complete, formed the basis of the Magistrate's subsequent operations, the sub-divisional officers and the Deputy Inspectors being instructed to visit the important villages and schools and submit proposals for giving effect to the orders of Government. At the same time the principal landowners in the district were invited to co-operate with the Magistrate, and assist in the extension of primary education on their estates. It is to be regretted that this appeal met with very little response, no zemindar in the district, with one exception, Rajah Narendra Krishna Bahadur of Shobabazar, offering to contribute towards providing the necessary funds.

31. The Deputy Inspectors of Schools endeavoured loyally to carry out the scheme laid down by Government, and exhibited no "departmental prejudices" in obeying the orders they received. The sub-divisional officers also generally spared no pains to help and guide these officers, and it is a matter of great satisfaction that nearly the whole grant was appropriated before the expiration of the year.

32. The inquiries instituted into the state of primary education in the district brought to light a very large number of schools under purely indigenous school masters. Several of these institutions were, however, not of a permanent character. They were mainly supported by the masses of the population, and were often closed during the rainy season, when communication between the villages becomes difficult and the services of the boys are required in the fields. The funds allotted to the district were deemed sufficient to bring 200 schools under Government inspection, but as about 250 schools were found to exist in a single sub-division, it was deemed inadvisable to shape the operations for the improvement of these schools on the single plan hitherto adopted of making fixed monthly grants to them. Bearing in mind the state of education among the people in different parts of the district, their requirements and number, the Magistrate assigned the following sums to the several sub-divisions in the district for experimentally introducing a system of payment by results:—

	Rs.
Alipore	150
Diamond Harbour	350
Bareepore	200
Baraset (including Dum-Dum and Barrackpore)	250
Buseerhat	275
Satkhira	275
Total	1,500

33. The rewards were limited to from Rs. 6 to 12 to each school, and were directed to be given on the following conditions:—

- (a) That the school should have been in existence for at least six months;
- (b) That for the future each guru must consent that his pathsala shall be open to inspection;
- (c) That he will furnish such returns as are called for;
- (d) That he will consent to teach the pathsala course for primary scholarships laid down in the Government Resolution of 5th October last.

34. Under these instructions the following rewards were granted in the several sub-divisions by the officers in charge of them, aided by the inspectional agency available at each place:—

	Rs.
Alipore	16
Diamond Harbour	18
Bareepore	26
Baraset	35
Buseerhat	24
Satkhira	35
Total	154

35. The officer in charge of the sub-division of Diamond Harbour has not been able to disburse the whole sum allotted to him, as he thought that he would not be justified in doing so without thoroughly satisfying himself as to the condition of the numerous pathsalas in his division, and judging for himself of the respective merits of their teachers.

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36. It is perhaps premature to offer any opinion on this system of payment by results; and considering the time within which the sub-divisional officers were obliged to make their selection, it cannot be positively asserted that in every case they succeeded in making the best possible choice. One thing, however, is certain, that the *gurus* now look forward with hope to reward if they give satisfaction, and work under the stimulus of their merits having been recognized by Government. It would be better if funds could be set apart for each sub-division for a fixed number of rewards of two different values, say Rs. 12 and 18 each, to be competed for by all the unaided pathshalas. At present there is no guarantee that the number of rewards paid during the year under review will be continued in the next, and in the present condition of village schoolmasters such uncertainty is likely to prove detrimental to the cause of primary education. There can be no doubt that a reward from Government acts as an incentive to open new pathshalas, and the subordinate inspectional agency have reported that a considerable number of primary schools were started by persons of the schoolmaster class during the year when inquiries began to be made into the condition of primary education in the district, no doubt in the hope of obtaining some grant-in-aid from Government. There seems therefore to be good grounds for the belief that a competitive system of payment by results will, if systematically carried out, do much for the cause of primary education.

37. This was, however, not the only system adopted, as it was thought desirable to supplement it by another assignment of monthly grants to teachers of schools in backward places, or to those of schools raised to a very flourishing condition by their exertions.

On this system also a few new schools have been opened at specially selected localities. During the year 307 grants, varying from Rs. 2 to Rs. 5, were assigned under the following conditions:—

- 1st.—That the pathsala be open to inspection of Government officers;
- 2nd.—That fair progress be made in the studies prescribed;
- 3rd.—That the village community contribute at least an equal amount in subscription and fees towards the support of the teacher;
- 4th.—That the teacher should attend some training school if required to do so;
- 5th.—That proper accommodation be provided for the reception of the school by the local community;
- 6th.—That registers of attendance of the pupils and accounts of receipts and disbursements be regularly kept, and all periodical returns called for be punctually furnished in such forms as may be prescribed.

38. The monthly grants were thus distributed in this district.

NAMES OF SUB-DIVISIONS	Number of 5 rupee grants	Number of 4 rupee grants	Number of 3½ rupee grants	Number of 3 rupee grants	Number of 2½ rupee grants	Number of 2 rupee grants	Total number	Total amount
								Rs. A P
Alipore	1	5	1	25	11	24	67	184 0 0
Bareepore		3		10		15	28	72 0 0
Diamond Harbour	1	2		11	19	19	52	131 8 0
Satkhira		2		7	19	22	50	120 8 0
Buseerhat				4	3	29	36	77 8 0
Baraset, including Dum-Dum and Barackpore			2	5	14	51	72	139 0 0
Total	2	12	3	62	68	160	307	724 8 0

39. It may at first sight appear that a disproportionately large number of grants had been allotted to Alipore and Baraset, but the fact is that there are villages in these sub-divisions which are educationally speaking almost as backward as some of those most remote from the metropolis. It may also be remarked that no proper applications for aid from any other sub-division have been refused in order to make any assignment to these two places, so that the manner in which these grants have been allotted is not open to the charge of partiality. The other sub-divisions received as many grants as they applied for, and as some money was still available, there was no reason why the requirements of these two important divisions should not be as fully as possible provided for.

40. Some difficulty was experienced in punctually distributing the monthly stipends to the village schoolmasters. The number of aided schools has increased to such an extent in each sub-division that it is physically impossible for the Sub-Inspector to make regular payments. It is for obvious reasons objectionable to employ the police on this duty, and sooner or later means will have to be devised for the regular payment of salaries to teachers upon a systematic plan.

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41. The grants made from December to February could not be paid until March owing to the absence of a sufficient number of Sub-Inspectors in the district, when the following sums were disbursed on this account :—

	Rs.	A.
Alipore	235	8
Diamond Harbour	118	8
Bareepore	130	0
Baraset	125	0
Buseerhat	50	0
Satkhira	156	8
Total ...	815	8

42. The following is an account of the sums spent during the year out of the grant of Rs. 3,000 made to this district:—

	Rs.	A.	P.
Amount paid for rewards	1,500	0	0
Ditto for monthly stipends	815	8	0
Building grant	20	0	0
Contingencies	380	14	9
Total ...	2,716	6	9
Balance ..	283	9	3
Total ..	3,000	0	0

43. Notwithstanding the third condition inserted in all letters sanctioning grants, some of the *gurus* have complained that the villagers have stopped their contributions towards their support. It is not a matter of surprise that such a misunderstanding should arise among the illiterate agricultural communities, who have for the first time come into contact with our system of grants-in-aid. Time and the explanations of the Sub-Inspectors will, however, obviate any such misapprehension in future.

44. The net result of the operations inaugurated under the orders of the 30th September last has been the bringing under inspection of 399 pathshalas attended by 12,413 pupils from classes of the community hitherto but little reached by our educational system. This result has been attained in five months, during which the district officer has had not only to collect such statistical information from all parts of the district as would guide him in the assignment of rewards and grants, but to make and arrange for the payment of such grants at stated times and to organise a new department in his office.

45. In addition to the arrangements made for the improvements of the position of the teachers of primary schools, a proposal was submitted in November last to the Commissioner of the Division for sanction to the opening of a training class for *gurus*. Without disparaging this useful class of persons, whose labours are much appreciated by the people among whom they work, it may be said without fear of contradiction that there is plenty of room for improvement in them. At any rate they should have some instruction in orthography, reading, mensuration, and accounts, to qualify themselves for the offices they hold. No orders on the subject were, however, received during the year.

46. It may further be noticed that advantage was taken of the Government orders of the 7th of January last to strengthen the inspectional staff of the district. It was then found impracticable to give full effect to the scheme laid down for the extension of primary education without the assistance of special officers.

In the place therefore of Bala Nilmoni Mukherji, transferred to the Presidency College, three Sub-Inspectors were appointed without additional expenditure to Government, whose primary duty is "to circulate among and inspect the pathshalas."

17. PUBLIC EXAMINATIONS.—There are four annual public examinations for testing the qualifications of the best pupils of the different classes of schools, to which all boys who observe certain conditions are admitted, whether they belong to schools aided by the State or not. The results of each of these examinations are quoted below.

48. ENTRANCE EXAMINATION.—There appeared at the University Entrance Examination from the schools of this district 122 candidates, of whom 57 passed and 65 failed.

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The sub-divisions of Satkhira and Diamond Harbour were totally unrepresented at this examination, as they have no higher class schools. The following is an analysis of the results, arranged according to sub-divisions and management:—

NAME OF SUB-DIVISION.	NUMBER PASSED				Total plucked.	Total number of candidates.
	1st division.	2nd division.	3rd division	Total passed.		
<i>Busserhat Sub-Division.</i>						
Aided Schools under Native management—						
Goverdangah	2	...	2	1	3
Take	1	1	1	2
Total	2	1	3	2	5
<i>Baraset Sub-Division.</i>						
Government School, Baraset	1	3	2	6	3	9
" " Barrackpore	2	2	7	9
Aided Schools under Missionary management—						
Augurparah	1	1	9	10
Under Native management—						
Nehodhea	1	1	2	.....	2
Sodepore	4	4
Unaided Schools under Missionary management—						
Nychatter	1	1	1	2
Total ...	1.	4	7	12	24	36
<i>Barripore Sub-Division.</i>						
Aided under Native management—						
Barripore	3	1	4	2	6
Burn	1	1	2	3
Jaynagore	2	2	4	2	6
Total	...	5	4	9	6	15
<i>Alipore Sub-Division.</i>						
Aided under Missionary management—						
Behulah	1	1	2	2	4
Garden Reach	3	2	5	1	6
Aided under non-missionary Christian bodies—						
Calcutta Boys' School	1	.....	1	2	3
Aided under Native manager—						
Burua	1	.....	1	1	2
Kasipore	2	2
Unaided under Missionary bodies—						
Bhowanipore L. M. S.	7	8	.....	15	3	18
Intally B. M. S.	1	1	2	5	7
*Chitpore Wesleyan N.	2	2	.....	2
Unaided under Native management—						
Bhowanipore Institution	10	10
Ditto Union Academy	3	2	5	5	10
Buranagore Hindu School	2	2
Total ...	7	18	8	33	33	68
Grand Total for the 4 Sub-divisions ...	8	29	20	57	65	122

49. The only higher class school in the district which did not send in any pupils to this examination is the Harinavi aided school. During the last year this school considerably declined owing to want of good management. It is now improving under its able head-master and Secretary, Babu Shibnath Bhattacharjee, M.A. The results of the examination, as given above, fairly indicate the position of each school at the time of the examination. The Government school at Barrackpore and the Augurparah Mission school were less successful last year than many inferior schools, as a severe epidemic fever prostrated many of the pupils.

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50. The (non-missionary) Bhowanipore institution and the Baranagore Hindu School were utterly unsuccessful, but for what cause is not known. The Government junior scholarships were thus distributed :—

Bhowanipore London Missionary Society's Institution	...	...	6
Baraset Government school	...	...	1

The Bhowanipore London Missionary Society's Institution is a collegiate school and takes high rank among the educational institutions of the country.

51. The results of the minor scholarship examination are summarized in the annexed table :—

SCHOOL AND SUB-DIVISION.		NUMBER PASSED IN THE		Total.	Total plucked.	Total number of candidates.	Number of competing schools.	Number of middle class schools in the sub-division.
		2nd division.	3rd division.					
<i>Satkhira Sub-Division.</i>								
Satkhira	...	2	2	1	3	.....	.....
Kalaroa	...	...	...	3	3	...	.....
Total ..		2	2	4	6	2	5	
<i>Ruseerhat Sub-Division.</i>								
Nalcura Dundirhat	...	1	1	2	1	3	.....
Charghat	...	...	...	2	2	.....	...
Total ...		1	1	2	3	5	2	
<i>Baraset Sub-Division.</i>								
Ichapore	...	5	5	4	9	.....	...
Kadihati	...	2	3	1	4	...	...
Chota Jagulia	...	1	3	...	3	...	...
Rajibpore	...	.....	...	1	1	...	...
Total .		3	8	11	6	17	4	
<i>Barrimpore Sub-Division.</i>								
Gocharnu, unaided ..	...	1	1	...	1	...	...
Total ...		1	1	...	1	1	3	
<i>Diamond Harbour Sub-Division.</i>								
Gopalnagore	...	1	1	1	2	.....	...
Ghateesurah	...	1	1	1	2	...	...
Mushat	...	1	1	3	4	...	...
Total ...		1	2	3	5	6	3	
<i>Alipore Sub-Division.</i>								
Chetlah	...	1	3	4	7	.....	...
Narkoldangah	...	...	...	3	3	.....	...
Sarengabad	...	1	2	...	2	...	...
Jadabpore	...	1	1	1	2	.....	...
Gobindpore	...	1	1	...	1	.....	...
Boral	...	.....	.....	1	1	...	...
Total ...		2	5	7	9	16	6	
Grand Total of the District ..		7	19	26	27	53	18	

52. The absence of any successful candidates in the 1st division, and the largeness of the failures, are accounted for by the observance for the first time of the rule which requires a pass mark in English amounting to 50 per cent. in the 1st, 37½ per cent. in the 2nd, and 25 per cent. in the 3rd division. The examination in surveying, which had 110 marks to itself, while ten other subjects taken together carried only 440 marks, was also a novelty, and served to affect the general result, as there was no special teacher of surveying employed in any middle class school for teaching the subject. The best boy in surveying in this district is a pupil of the Ichapore school, and he obtained only 33 out of 110 marks. This was the highest mark gained out of Calcutta at the general examination conducted by Mr. Woodrow for the districts of 24-Pergunnahs, Calcutta, and Nuddea.

Six scholarships were awarded to the schools of the 24-Pergunnahs, as shown below :—

Kadihati	2
Chota Jagoolee	1
Nalkura Dundirhat	1
Gopalnagore	1
Sarengabad	1
					<hr/> 6

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The marks gained by the successful competitors ranged from 236 to 207 out of 550. There was only one Mussulman among the passed candidates, and as he was passed in the 3rd division, he got no scholarship. Boys from 18 middle class schools out of 48 competed for minor scholarships.

53. There were at the last vernacular scholarship examination 222 candidates from 59 vernacular schools of this district; 8 of them were circle pathshalas, and 1 was a pathsala taught by a trained guru. Five of these lower schools utterly failed in the examination, and this may, it is hoped, induce the gurus to adhere closely to the course of instruction prescribed for these schools, and not to try to advance beyond it. This is a matter to which the particular attention of the Sub-Inspectors will be directed. The only scholarships awarded to these schools was one obtained by a pupil of the Malangapara circle pathsala.

54. As the tabular analysis of the results of the examination of 59 schools would occupy much space, I give below the summaries for each sub-division :—

NAMES OF SUB-DIVISION.	NUMBER OF CANDIDATES PASSED IN				Total plucked	Total number of candidates	Total number of competing schools	Total number of vernacular schools in the sub-division.
	1st division.	2nd division.	3rd division.	Total.				
Satkhira ..	...	6	21	27	27	54	11	12
Buseerhat ...		9	11	20	14	34	8	12
Baraset	1	6	16	23	16	39	15	21
Barridore .	3	3	13	19	10	29	9	14
Diamond Harbour .		1	3	4	3	7	2	3
Alipore	5	17	25	47	12	59	14	22
Total	9	12	89	110	82	222	59	81

55. The schools which won scholarships are named below :—

Satkhira Sub-Division.

Kusadanga Government Vernacular School 2

Buseerhat Sub-Division.

Khantoora Government Vernacular	1
Pura ditto ditto	1
Roodrapore Aided Vernacular	2
Malangapara Circle Pathsala	1
Total ..	5

Baraset Sub-Division.

Halishahar Government Vernacular	1
Baraset Aided Vernacular	1
Badu ditto ditto	1
Total ..	3

Bariopore Sub-Division

Majilpore Government Vernacular 3

Alipore Sub-Division.

Kidderpore Aided Vernacular	2
Dakhinesvar ditto	2
Belghoriah ditto	2
Alaahi ditto	1
Total ..	7

GRAND TOTAL .. **20**

Reports of Inspectors of Schools.

56. Besides these 20 scholarships of Rs. 4 tenable for 4 years, 5 one-year scholarships were also awarded to the schools of this district. The distribution of these is shown below :—

Buscerhat Sub-Division.

Pura Government School Vernacular	1
Khantoor Government ditto	1
Total	2

Satkhirah Sub-Division.

Sripore Aided Vernacular	1
Ghalghalia ditto	1
Total	2

Alipore Sub-Division.

Baranagore Aided Vernacular	1
GRAND TOTAL	5

57. It is a matter for regret that in place of the 6 minor and 25 vernacular scholarships given away last year, the schools of the 24-Pergunnahs will under recent orders of Government have only perhaps 3 minor and 8 vernacular scholarships, tenable respectively for 2 and 4 years when the scholarships for all the years are awarded.

58. As vernacular education is in greater need of encouragement than English education, it is very desirable that the number of vernacular scholarships should not be diminished, if it is possible to avoid doing so. The subject of surveying was prescribed for vernacular schools only three or four months before the last annual examination, and owing to this several boys were not able to obtain as high a place in the examination as they otherwise would have done, while some absolutely failed in gaining a place among the passed candidates. The result, however, shows that in spite of many difficulties 9 boys passed in the first, and 42 in the second division. The vitality of the vernacular schools appears therefore greater than that of the middle English schools, which did not succeed in passing a single boy in the first division. It is remarkable that out of 110 boys who passed the vernacular scholarship examination from the schools of 24-Pergunnahs, not one was either a Christian or Musalman. English education appears to be more prized by Musalmans or Christians than a fairly good, though purely vernacular education. This is of course intelligible enough as regards the latter, but it is not equally so with regard to the former classes.

The boys who won four-year scholarships are reported to be under 14 years of age, but the one year scholarships were granted to those who were above that age and anxious to enter a Normal School to learn the duties of school pundit. The maximum limit of age for vernacular scholarship candidates has now been raised to fifteen years.

59. There are 13 primary scholarships allotted to this district. A competitive examination for awarding them was held at Taki, Joynagore, and Kiderpore, on the 20th January last. The summary given below will show how the different sub-divisions were represented in the examination :—

NAME OF SUB-DIVISION.	Number of pathsalas which send in candidates.	Number of candidates.	Number of scholarships awarded.
Satkhirah	12	49	2
Buscerhat	25	82	2
Diamond Harbour	26	87	3
Bairipore	40	141	2
Alipore	26	73	3
Baraset, including Dum-Dum and Barackpore	6	12	1
Total	136	444	13

60. Of the total number of competitors, 369 were Hindus and 75 Musalmans. It is to be noticed that although the Musalmans did not represent much more than one-fifth of the number of candidates, they succeeded in obtaining four out of thirteen scholarships awarded, or almost one-third of the remainder; one scholarship was obtained by the son of a Brahman priest, and the rest by boys of the following occupations :— Shop-keeper 2, cultivators 3, carpenter 1, oilman 1, and betel sellers 1. His Honor the Lieutenant-Governor has expressed his gratification at the result of the examination.

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61. It looks almost anomalous that while the number of junior or higher school scholarships sanctioned for the 24-Pergunnahs is 7, the number of middle class scholarships is only 10 or 11, and primary scholarships 13. Only 22 higher schools competed for junior scholarships, while the number of competing middle class schools was 77, and the number of pathshalas which sent in boys to the primary scholarship examination was 136. Judging from these figures some increase to the number of middle class and primary scholarships seems to be called for.

62. The following societies or gentlemen are the principal promoters of education in the district. Probably every school owes its existence to the exertions of persons who take an interest in education, but we notice in this report only those who liberally assist its cause.

The Church Missionary Society.

Society for the Propagation of the Gospel.

London Missionary Society.

The Baptist Missionary Society.

Hazi Mahomed Romzan of Mugra.

Kuwar Narendra Krishna Bahadur.

Babu Srinath Basu of Boroe.

„ Rajkoomar Ráy Choudhry of Barripore

„ Binaik Chandar Chatterji of Kiderpore.

„ Kali Krishna Mundul of Bawali.

„ Rajmohan Ráy Choudhry of Taki.

„ Kali Krishna Dutt of Nebodhoa.

The Paikpara estate ...

„ Goverdanga estate ...

„ Satkhira estate ...

} Under the Court of Wards.

Reports of Inspectors of Schools

Abstract statement of Expenditure increased on account of Subordinate Inspecting Agency, and work done by them during the year 1872-73, 24-Pennannahs.

NAMES OF DEPUTY INSPECTORS AND SUB-INSPECTORS	DESIGNATION	Salary drawn during the year 1872-73			All wages drawn during the year 1872-73			Wages of peons and cartmen during 1872-73			Total	Number of schools inspected during the year	Number of miles travelled during the year	REMARKS
		Rs	A	P	Rs	A	P	Rs	A	P				
Babu Radhica Prasanna Muttu	District Deputy Inspector	1800	5	0	435	5	0	54	0	0	250 10 0	203	1824	Babu Nilmony Moolhury and Jagrat (bandar Banerji) have been transferred from the district to Babu Jagrat (bandar Banerji) was allowed to remain in the district to assist the annual returns of schools in Baraset during April
Jagrat Chandra Banerji	Deputy Inspector of Jessore	240	0	0	540	9	6	8	0	0	794 9 6	265	2753	
H. M. Mohan Bhattacharya	Sub Inspector Barrikpore	1200	0	0	345	0	0	54	0	0	1395 0 0	205	1332	
Nilmony Moolhury	Sub Inspector	1000	6	0	531	5	6	47	8	1	1547 0 6	133	1107	
Mokendranath Dutt	Ditto Sudder											34	240	
Bussanto Kumar Guha	Ditto Sathhara											48	168	
Gra Chandra Shome	Ditto Daman and Haour											65	162	
Kali Narayan Raha	Ditto Buscherhat	600	0	0	416	8	1				1546 8 1	130	1714	
	Total	4288	11	0	2103	12	0	107	8	0	9694 10 0	1228	9900	

Presidency Division—24-Pergunnahs

Return of Schools in the 24-Pergunnahs, compiled from the returns of the District Committee.

DESCRIPTION OF SCHOOLS		Number of schools.	Number of pupils on the 31st March 1873	Government grant for the year	RECEIPTS				Expenditure
					From Government	From Local Funds		Total	
						Fees and fines	Other local sources		
<i>Higher Schools</i>				Rs	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
Government		2	335	3 000	2 987 9 1	5 113 13 3	75 2	81 6 8 6	81 6 8 6
Aided	Missionary	9	540	3 540	3 444 10 9	7 406 5 0	2 911 9 0	13 397 0 6	13 877 7 3
	Native	10	1 101	6 600	6 538 6 6	11 114 2 6	2 110 10 0	5 044 1 9	14 10 13 1
Total of higher schools		15	1 976	13 200	12 970 10 4	23 625 4 9	10 407 1 9	47 043 5 9	10 331 13 6
Unaided Schools		8	1 027						
<i>Middle English</i>									
Aided	Missionary	1	16	900	900 0 0	407 8 0	540 7 3	1 308 0 0	1 308 0 0
	Other Christians	1	106	2 400	2 400 0 0	3 415 0 0		5 815 0 0	5 815 0 0
	Native	35	1 997	12 630	11 883 10 0	10 449 1 9	11 973 13 7	34 26 1 4	34 26 15 1
Total		37	2 149	15,590	14 043 10 0	14 291 10 6	12 414 4 10	41 319 9 4	40 674 15 1
Unaided		11	567						
<i>Middle Vernacular</i>									
Government		8	512	2 340	2 289 9 6	1 495 0 0	60 0 0	3 824 9 6	3 824 9 6
Aided	Missionary	3	199	522	522 0 0	433 9 0	354 7 6	1 310 0 0	1 311 2 6
	Native	60	3 284	11 340	10 969 9 6	9 760 3 3	8 474 11 3	29 140 8 0	29 917 3 3
Circle Schools		6	356	530	535 0 0	477 0 0	18 6 0	1 030 6 0	1 030 6 0
Old Pathshalas		2	53	120	120 0 0	128 3 0	30 0 0	278 3 0	277 11 0
Total		79	4 403	14 877	14,407 3 0	12 291 15 3	8 337 8 9	37 638 11 0	35 381 5 0
Unaided		5	205						
<i>Lower Vernacular</i>									
Aided	Missionary	57	2 506	4 320	4 099 10 9	2 714 10 0	4 932 4 8	11 746 3 7	11 746 3 7
	Native	5	114	612	540 1 6	281 7 0	306 10 6	1 186 0 0	1 186 0 0
Circle Schools		108	4 761	7 407	7 269 1 0	6 317 7 0	203 10 0	13 870 0 0	13 870 0 0
Old Pathshalas		15	720	924	775 0 0	776 10 10	216 12 0	1 768 15 10	1 548 17 10
New Pathshalas		393	14 413	9 447	2 057 0 0	8 702 2 9	433 14 6	11 143 1 3	11 193 1 3
Total		544	20 143	21 110	44 721 06 3	18 490 3 7	6 143 3 8	39 344 13 6	39 279 4 46
Unaided		341	7 915						
<i>Girls' Schools</i>									
Aided	Missionary	14	626	5 700	5 213 0 0	545 17 0	7 414 2 0	13 173 1 0	13 173 1 0
	Other Christians	3	88	648	648 0 0		922 9 9	1 070 9 9	1 070 9 9
	Native	10	301	1 410	1 408 8 0	55 3 0	1 463 13 0	3 131 8 0	3 131 1 6
Zenana Missionary		1	71	740	310 4 9		630 1 9	9 5 6 6	9 5 6 6
Total		28	1 116	8 298	7 588 12 3	6 212 0 0	10 911 1 6	18 883 3 3	18 883 2 9
Unaided		4	129						
Total of Government and aided schools		743	29 787	71 875	61 931 10 4	6 334 4 1	18 700 3 7	18 260 0 10	18 058 9 1
Total of unaided schools		309	10 443						
GRAND TOTAL		1 112	40,230						

Note—No returns of unaided schools

Reports of Inspectors of Schools.

DISTRICT OF NUDDEA.

The following account of the schools of Nuddea is taken from the report of Mr. C. C. Stevens, C.S., the Magistrate of the district.

I am inclined to doubt whether all the unaided schools appear in the Deputy Inspector's tables. For instance I question if there are no unaided primary schools in the Kushtia sub-division. However, taking the figures as they stand there are evident signs of the progress of primary education.

The following tables will show the number of children at school to every 1,000 of population in each sub-division :—

Ranaghat	...	...	...	...	19
Sudder	...	...	...	...	16
Bongong	...	...	...	...	10
Chooadanga	...	...	...	...	9
Meherpur	...	...	...	...	7
Kushtia	...	...	...	...	5½

The sub-divisions, in which Hindus predominate are those which stand highest, while in those at the bottom of the list there are more Musalmans. Taking the proportion of boys who are of a school-going age (as the Deputy Inspector has done) at one-tenth of the male population, we have 18,215 boys out of the 87,712 at school, or rather more than one out of five. This strikes me as a more favorable result than I should have anticipated. The real number of boys obtaining some sort of education is of course higher still when one considers those who are being educated at home and at pathsalas, which are not known to us. I am under the impression that in the case of girls under instruction greater additions still on account of home education must be made.

When we come to inquire into the religions of the scholars in the Government and aided schools, we find that the proportion of Christians under instruction is far higher than the proportion of Hindus and Musalmans. The Christians form .0033 of the population of the district, but they contribute .0173 of the pupils; the Hindus are .46 of the population and provide .77 of the scholars, while the Musalmans, who number .53 of the population, afford only .21. The Christians therefore, though absolutely infinitesimally small, as the Deputy Inspector says, in their numbers, send to the Government and aided schools more than five times their due proportion of pupils.

I believe that the principal cause of the backwardness of the Musalmans is that they are really in this district, with very few exceptions, extremely poor, and in fact that they belong to the lower classes. It will not escape your notice that the proportion of Musalmans to Hindus attending the primary schools is much greater than in the higher class schools. It is much to be regretted that the bigotry of Hindu managers prevents them generally from accepting duly qualified Musalman masters. This must act as a discouragement to education among Musalmans. I quite agree with the Deputy Inspector in thinking that Persian and Arabic schools would not be much appreciated by the people at large. By the higher class they might be, but I doubt if the "masses" would care for the acquisition of those languages.

It is hardly necessary for me to remark at length on the subject of English schools. Their advantages and their defects, their successes and their failures, are sufficiently well known. In number the English schools appear to have lost a little ground during the past year.

The remarks of the Deputy Inspector on the subject of the prevalence and mischievous effect of party feelings in Bengal deserve much attention, for this party feeling is a great obstacle not only to education, but to general progress and improvement.

I need add nothing to the details which the Sub-Inspector has given regarding the Entrance Examination and the Minor and Vernacular scholarship examinations. I will only note in passing the conspicuous success of the Gobindsarak school in passing boys for the vernacular scholarships.

* This should be one-tenth of the whole population. For the males in Nuddea not exceeding 12 years form 18.3 per cent. of the whole population, and those over six years of age are by the Northampton tables 43 per cent. of the whole number under 12 years. Hence in Nuddea the boys above six and below twelve years of age form 7.9 per cent. of the population. But the school age sometimes begins below six, and frequently extends beyond 12 years. Hence it is not far from the mark to take one-tenth of the whole population as boys of a school-going age.

† The Brahman Deputy Inspector, Babu Sripati Mukherji, writes thus :— "If occasionally we find any in our English or middle Vernacular schools, it is solely with a desire of obtaining employment in the Government or private service. Unfortunately the path is not always open. Out of 214 teachers in our superior schools, only 2 are Muhammadans. Hindu managers of schools will not take Musalman teachers, and their own schools are very few. The idea of a pandit in this country is generally associated with a Brahman, or descending little in the scale of caste, with a Kayastha or Vaidia. The thought of a Musalman pandit is contamination with a Hindu. I recollect instance twenty years ago when two Musalman pupils having finished their vernacular education in a superior school, asked me for appointments as teachers. I know the young men personally. They are quite fit for the profession, but notwithstanding all my strenuous efforts I could not induce any managers to accept their services. The father of these young men got duly warned, and lectured me on the utter uselessness of education being introduced amongst their race."

Presidency Division—Nudda

The following is the report given of these examinations by the Deputy-Inspector
 Result of the Entrance Examination 15 "The following table will show how these higher
 class schools fared in the University Entrance Examination

TABLE V

Result of the Entrance Examination

NAMES OF SCHOOLS	NUMBER OF CANDIDATES PASSED			Total
	1st division	2nd division	3rd division	
Kishnaghur Collegiate	5	12	1	18
Kishnaghur A V	1	9	4	14
Javadvipa		3		
Muragacha		2		2
Icherpur		1		1
Gosai Durgapur			2	2
Kushtia		1	1	2
Kumarkhah		1	2	3
Loheshpur		1	1	2
La		1		1
Santipur (new)	1	1	1	3
Santipur (old)		6		6
Ranaghat				
Total 13 schools	7	38	15	60

"Next to the collegiate school the unaided anglo-vernacular school at Kishnaghur has passed the largest number

"The Gosai Durgapur school and the unaided school at Santipur have done very well. They have sent up no boy that has not passed. The Kushtia school has at last succeeded, after repeated attempts for ten years together, in sending up successful boys in the examination, and the present head-master (a Muhammadan), who has brought about these results, deserves no doubt his due share of praise. All the head-masters are efficient teachers. Ranaghat has been singularly unsuccessful this year, and the additional Deputy Inspector of Ranaghat thus accounts for the failure in the head master's words

"The school has suffered severely from frequent changes of teachers in the course of the year. The 2nd, 4th, and 5th teachers were repeatedly changed, in consequence of these changes in the establishment the result of the last annual examination was not very satisfactory."

16. The 12 Government and aided schools numbered 1,162 pupils on the 31st March last, and were taught by 77 teachers. The two unaided schools were attended by 536 pupils and with 22 teachers.

17. MIDDLE ENGLISH SCHOOLS.—There are 34 middle English schools in this district, of which 26 receive Government aid and 8 receive no allowances from the State.

Generally these schools have worked quietly during the year. Local contributions have been regular, and the teachers have been paid without any great difficulty. But there were instances of mismanagement, delay in payment of teachers, &c, and the educational officers tried to put things aright. The course adopted by them was to threaten the managers with the withdrawal of the Government grant, and it had the desired effect in many cases. In

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extreme cases extreme measures had to be applied, and the Government grant was actually cancelled. In the sudder sub-division the school at Poragacha declined considerably in numbers, subscriptions were in arrears, fee payments were miserable, and the management appeared to be totally lax and indifferent. I remonstrated with the managers in vain, and the grant was at last cancelled. The people now regret the result. But they have been themselves instrumental in bringing their own misfortune.

I am afraid we shall have to inflict this penalty on some more schools during the present year. The Sub-Inspector of Chuadanga and Bongong reports very unfavorably of Dowlatgunj and Baharampur schools. Chuadanga and Bongong schools do not exhibit a healthy state of finance, but their positions are improving. The amount of money spent by Government on these schools was Rs. 9,085-14-0, to meet which the local contributions amounted to Rs. 16,136-12-0. The aided schools numbered 1,363 pupils at the close of the year, and the instructive staff consisted of 92 teachers.

The 8 unaided schools had on the rolls 320 pupils, whose education was attended to by 17 teachers. The intellectual advancement of these middle English schools will be best perceived from the following summary of the results of the minor scholarship examination.

TABLE VI

Minor Scholarship list.

NAMES OF SCHOOLS	Passed in			Total passed
	the 1st division.	the 2nd division.	the 3rd division.	
Bhajanghat	2	2	1	
Sonadanga	1	1	2	
Dowlatgunge	1	1	2	
Katdaha	1	1	2	
Kishnaghur (C. M. S.)			2	2
Relaipur	1			1
Jayrampur			1	1
Kuulgaolu			1	1
Habipur			1	1
Total	6	10	16	

18. The Bhajanghat school has done the best. It has passed 4, or the largest number of candidates. Sonadanga, Dowlatgunge, Katdaha, and Kishnaghur, rank next, having each passed 2 candidates. Four other schools have sent up only one successful candidate each. The unsuccessful schools are the schools at Chuadanga, Khoksa, Bongong, and Juniadaha. Thirteen schools thus sent up boys to the examination, and just the same number had no pupils with any remote chance of success to venture an appearance. All the successful candidates are Hindus. The unaided schools are of short standing, and the studies do not advance to the minor scholarship standard.

19. MIDDLE VERNACULAR SCHOOLS.—The number of middle vernacular schools is 31; 4 of this number are Government model schools, 3 circle schools, 23 aided, and only one is unaided. The Government and aided schools had on the close of the year 1,548 pupils on its lists with 75 teachers and the only unaided school returned 220 pupils with 8 teachers. Government spent Rs. 5,381-8-6 upon these schools, and this was met by a local contribution of Rs. 7,448-6-6. Government model and circle schools pay only fees; no subscriptions are expected of them, no special mention of any facts in connection with these schools is necessary. They have continued to exist, and that is all. Purely vernacular education in this district will no longer flourish. Its days are over, and, as I have already stated somewhere in this report, English education is now the demand, and certainly the supply must be regulated by the demand; so we hope to have middle English schools now in place of vernacular. It is a strange fact that the unaided school at Santipore numbers 220 pupils, or a much larger number than the two aided mission schools taken together at that place. But this is an exception. Next to Calcutta, Santipore is perhaps the largest town in the whole of Bengal.

Presidency Division—Nudda

20. The success of these vernacular schools will be best represented by the following Vernacular Scholarship Examination synopsis of the vernacular scholarship list.—

TABLE VII

NAMES OF SCHOOLS	Passed in the 1st grade	Passed in the 2nd grade	Passed in the 3rd grade	Total passed.
Gobindsarak	1	2	10	13
Harpur Model	1	1	2	4
Santipur	1	1	2	4
Subarnapur		3	1	4
Belpukur Model		1	3	4
Ichapur		2	1	3
Bora Jagah		1	2	3
Ganapota		1	2	3
Santipur Rannagar		1	2	3
Kumarkhali		2		2
Chapra			3	3
Kashita			2	2
Gumatli			1	1
Habibpur			1	1
Ranaghat			1	1
Total	3	15	33	51

21 [Gobindsarak school decidedly stands the first in the list. It has passed thirteen candidates, the largest number in the whole district; four schools have sent each four successful candidates in the examination; five have sent three each; two have supplied two each; and the number of passed candidates from the remaining three is one each. Thus fifty-one pupils have passed in the aggregate.]

The surveying classes do not seem to have been so popular as might have been expected. I think with the Deputy Inspector that it may be well to bear the subject in mind in allotting fresh grants.

With reference to the circle schools, I may say that my opinion decidedly inclines to the views of the Additional Deputy Inspector of Ranaghat. The circle pandits, I think, might be very usefully employed in a more extensive field. A pandit might very well have charge of the *pathsalas* in a particular thannah for a year, of which time he might spend three months in teaching such of the gurus as might appear to require it. He might also assist in the matters indicated by the Deputy Inspector.

I regret that there is so much truth in the Deputy Inspector's remarks regarding girls' schools. We must console ourselves with the hope that a girl's education is not always suffered to close when she is removed from school. It is not improbable that scholarships might do good, though I scarcely think that they would influence those respectable gentlemen who object, on the ground of prejudice and custom, to support female education.

I now come to the important subject of primary education. The Lieutenant-Governor's resolution of 30th September came rather suddenly upon us, and with the limited knowledge which we possessed, and the limited means in our hands for acquiring more, the task appeared very difficult of utilizing the whole grant.

The action which I took was as follows.—I thought it best to commence by ascertaining the wants of particular localities, and subsequently to distribute the grants in accordance with the result of my inquiries. In doing this, as in fact in all the work connected with primary schools, I felt that it would be necessary for me to utilize to the utmost the local knowledge of the sub-divisional officers. I divided the money allotted to me among the sub-divisions, so that each officer might know how far grants would be sanctioned. I directed the sub-divisional officers to inquire first what *pathsalas* existed and what aid should be given to

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them, and next to ascertain in what localities new pathshalas were most required. I also requested that recommendations might be submitted in accordance with these directions. The sub-divisional officers made their suggestions, and I dealt with each sub-division separately. The total number of grants sanctioned was 196, but some of the new schools were not opened and others did not take their grants; the number of actual grant was therefore 175. I regret to say that the Sub-Inspector of Kushtia and Meherpur has, for reasons which I consider insufficient if not absurd, not drawn the grants for those two sub-divisions. I have been obliged to address him in strong terms on the subject. The marked interest which the Deputy Inspector has taken in primary education affords a very satisfactory contrast to the conduct of the Sub-Inspector. I have no doubt whatever that the grants for the year will be fully utilized. I have learned that in many places new pathshalas have been started in the hope of obtaining grants."

A measure which is of equal if not greater importance, is the distribution of primary scholarships. I obtained permission to award these scholarships without waiting for the appointment of the District Committee, and to drop for this year the subject of land measuring, which is not invariably studied in the pathshalas. The number of scholarships allotted to this district was twelve. In order to prevent the backward districts from suffering too great a disadvantage in comparison with the rest, as well as with the view of giving the sub-divisional officers an interest in this new portion of their work, I allotted two scholarships to each sub-division and directed that the examination should be in the following subjects:—

1. Reading the vernacular.
2. Writing.
3. Mental arithmetic.
4. Written arithmetic.

I beg leave to quote from the special report which I addressed you on the subject:—"I assigned an equal number of marks to each of these subjects, and directed that no scholarship should be awarded to any boy who had not a competent knowledge of all. I directed the sub-divisional officers to obtain the assistance of the Deputy and Sub-Inspector of the respective sub-division or of some other competent person in holding the examination. The examiner was to select the best six of the boys who might satisfy him, and to report to the sub-divisional officer mentioning to him the age, social position, and circumstances of each of these six. The sub-divisional officer was requested to select the two scholars and to report to me for approval. I reminded the sub-divisional officers that these scholarships were not to be given to the sons of persons of standing and good circumstances, but were to be given for the encouragement and assistance of boys of low social position of really very poor families

5. Notices informing the public of the conditions of the examinations were published as widely as was possible in the time at our disposal.

6. Each sub-divisional officer selected his own date for examination. That for the sudder sub-division was conducted under the superintendence of the Joint-Magistrate, Mr. Oldham, aided by the Deputy Inspector of Schools; 46 boys appeared. The first five places were all filled by Hindus, the next was a Musalman. The last named, and the boy first on the list were chosen. The first boy is an orphan 11 or 12 years of age and a goala by caste; he is supported by his brother, who is a cultivator and milkman and works for daily hire. The Musalman is of about the same age, the son of a cultivator. Of the first eight, one was over age, one was disqualified by his superior social position, but the rest were all equally eligible (or nearly so) with those chosen.

7. The Ranaghat examination was held on the 23rd December by the Deputy Inspector under the superintendence of the Deputy Magistrate. Thirty-seven boys appeared, of whom 12 were summarily rejected for various reasons. The scholarships were finally awarded to 2 Hindu boys, both of whom are of the cultivating class. Four others are said to have distinguished themselves; all these too are Hindus.

8. The Bongong examinations were conducted by the Deputy Inspector under the instructions of the sub-divisional officer on the 30th and 31st ultimo. No fewer than 200 boys appeared, of whom all but 118 were quickly eliminated for various reasons. Of the 6 candidates who appeared to be the best, by far the first was a Musalman, the second and three of the four boys who were equal in the third place were Hindus, and the other was a Jolah. The second boy was only two marks before the third. The Deputy Magistrate selected the first boy who is a cultivator by occupation. For the other scholarship, he chose one of the four boys who were equal in the third place. This boy is very young, and moreover he has been educated at an unaided school. The Deputy Collector has acted wisely in making the selection. This boy is a Kapali by caste, and his family are cultivators.

9. The Choodaunga examination was held on the 25th December by the Deputy Inspector. No fewer than 120 boys appeared. Of the 6 reported to the Deputy Magistrate for selection, he chose the first and fourth. The first is the son of a weaver (a Hindu) in poor circumstances; the fourth boy was very little below the second and third, and was selected because he was a Musalman.

Presidency Division—Nuddea.

10. At Meherpore the examination was held on the 21st and 22nd by the Deputy Inspector of Schools and the head-master of the Meherpore school. One hundred and eighteen boys appeared, of whom 40 were rejected on account of age, parentage, &c. The sub-divisional officer was not perfectly satisfied with the final result so far as regarded the best 9, and had them re-examined. The same boy was first on both occasions; he is a Suvarnabani by caste. Close together in the second examination came 3 candidates, of whom 1 is a Musalman; all the rest of the 6 being Hindus, Mr. Wace chose this boy.

11. The report from Kooshteah is not quite so full as the others, but I find that the examination was held by the Deputy Inspector of Schools, and that of the first 6 candidates the sub-divisional officer has selected a barber's son (Hindu) and a Musalman, the son of a cultivator. There were, I believe, about 10 candidates.

12. Mr. Wace, in his report, has raised the question whether a strict adherence to the rule which I laid down regarding the exclusion of boys of good social position is not unjust to some boys, sons of *bhadra lok*, who would do credit to the scholarships. Mr. Wace seems to think there should be no such rule. After much consideration on the subject, however, I am unable to change my opinion. It may perhaps be hard in an individual case, but we must remember that our object is specially to induce the lower classes to be educated, and that the higher require this inducement in a much smaller degree. Unless some rule of this kind be adopted, the scholarships will in all probability be gained by the very classes of boys who now get minor and vernacular scholarships. Nothing is more common than for the sons of respectable, or even rich men to commence their studies in a pathshala: our purpose is not to help such, and it has been my special object to prevent them from obtaining the scholarship."

17. I hope it will be found possible to allow a great increase in the number of scholarships of this sort, for I look forward to their producing a great effect. I should be glad if the number could be at least trebled.

18. I have recently obtained sanction to the distribution of somewhat similar scholarships on the state of the Nuddea minor, and also to the institution of petty scholarships tenable at the pathshalas themselves. These, however, are matters which will be dealt with in my report for next year.

I have avoided going into the subjects which the Deputy Inspector has discussed in detail, since I coincide with his views. I close my report to bring prominently forward my opinion of the value of the night schools. I have visited such schools perfectly unexpectedly, and have found them going on steadily and usefully. They are simply schools for the masses, and deserve all the encouragement which we can give them.

The District Committee was formed during the past year, but it has not yet had time to get into working order. One meeting has been held, at which the number of scholarships (minor and vernacular) to be granted was fixed subject to the Inspector's approval, and a Sub-Committee was appointed to prepare a report for the assistance of the Magistrate in framing regulations for primary schools.

In consequence of the pressure of clerical work a clerk was appointed with your sanction to take charge of the correspondence and other matters connected with education.

To the list of friends of education supplied by the Deputy Inspector, I would add the names of Amir Biswas and Mollen Khodadad Khan, two Muhammadan gentlemen who have done much for schools in their respective vicinities.

Friends of Education

Maharani Surnamayi	..	Kasimbazar.
Rani Sarut Sundari	..	Putia.
" Syam Mohini	...	Dumajpur.
The Church Missionary Society—		
Rai Jadu Nath Ray Bahadur	...	Krishnagar
Babu Jagat Chandra Mukurji	..	Muragachhi.
" Puresdra Nath Ray	..	Sonadanga
" Kalidas Banerji	...	Devagram.
" Sivadas Banerji	...	
" Bamandas Mukurji	..	
" Ram Kamal Banerji	..	Metiere.
" Dina Nath Mukurji	...	Meherpur
" Akhoya Kumar Mukurji	...	
" Sriram Choudhuri	..	Doradaha
" Radhika Prasanna Mukurji	..	Gosai Durgapur.
" Rati Kanta Basu	..	Zemindar, Katdaha.
" Prasanna Chandra Ray, M.A., B.L.	...	Zemindar, Chandipur.
" Sura Nath Choudhuri	...	Zemindar, Ichapur.
" Annada Prasad Mukurji	..	Zemindar, Ula.
Srimati Surnamayi Dasi	...	Haradham.

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Babu Surendra Nath Pal Choudhuri
 „ Banu Madhab Basu ...
 „ Jaggesvar Ghosh .

Zemindar, Ranaghat.
 Chagda
 Ranaghat

23. I beg to bring specially to notice the services of Babu Sripati Mukurji, the Deputy Inspector of the district, and of Babu Mahendia Nath Ray, Additional Deputy Inspector of Ranaghat.

Return of Schools in Nudda, compiled from the returns of the District Committee

DESCRIPTION OF SCHOOLS	Number of Schools	Number of Pupils 1st March 1913	Grants-in-aid received in the year ending 31st March 1913	RECEIPTS				EXPENDITURE			
				From Government	From local funds	From other local sources	Total	Total			
<i>High Schools</i>											
Government	1	224	000 0 0	111 7 4	44 8 0		156 15 4	156 15 4			
Aided { Missionary	1	10	1 8 4 0	1 7 5 1 0	1 1 0 8 0	1 14 8 0	4 77 0 0	4 207 8 3			
{ Native	10	77	0 0 8 0	7 70 8 0	8 7 4 8 0	1 52 1	10 303 11	10 408 8 8			
Total of high schools	1	110	1 010 1 0	11 107 4 1	1 00 1 3	1 80	13 117 0	13 311 0			
Unaided Schools	0										
<i>Middle English</i>											
Aided { Missionary	1	168	7 10 0 0	7 0 0 0	10 114 3	83 0 0	60 11	8			
{ Native	2	1 95	8 3 1 10	8 3 14 0	7 107 0 0	7 0 7 0	8 11 0	17 4			
Total	2	1 303	131 10	15 3 14 0	8 4 3	7 50 7	2 10 0	0 9 0			
Unaided	8	310									
<i>Middle Vernacular</i>											
Government	4	10	1 200 0 0	1 111 0 0	001 3 3		1 7 3 3 0	1 7 0 3 0			
Aided { Missionary	2	17	7 0 0 0	7 0 0 0	28 1 0	1 031 0 0	2 37 1 0	0 08 0			
{ Native	21	913	3 113 8 0	3 50 8 0	3 113 13 9	2 041 2 0	8 71 9 9	8 283 0			
Circle Schools	3	881	13 0 0 0	1 2 0 0 0	2 0 0 0 0		7 11 0 0	7 11 0 0			
Total	30	1 718	01 8 0	1 81 8 0	4 86 4 0	3 10 0	12 8 11 0	12 84 13 0			
Unaided	1	0									
<i>Lower Vernacular</i>											
Aided { Missionary	2	1	2 5 0 0 0	2 8 0 0 0	13 14 0	2 11 0 0	7 83 4 0	7 83 4 0			
{ Native	3	111	4 0 0 0	4 1 0 0 0	109 9 6	2 8 10 0	5 47 1 0	5 47 1 0			
Circle Schools	0	180	308 0 0 0	3 8 0 0 0	2 0 0 0		7 30 0 0	7 30 0 0			
Old Pathshalas	180	018	9 5 1 1 0	9 5 7 0	0 02 10 0	10 3 2 0	10 602 3 6	10 002 3 0			
New Pathshalas	17	1 00	0 09 0	0 0 0 0	2 80 12 3	12 8 0	3 124 10 0	3 424 10 0			
Total	308	10 121	11 18 10 3	11 1 13 9	1 00 13 3	1 811 10 0	2 17 6 0	2 17 0 0			
Unaided	111	3 381									
<i>Girls' Schools</i>											
Aided { Missionary	2	11	972 0 0 0	9 7 0 0 0	03 1 0	2 018 1 5	3 053 2 5	3 009 13 11			
{ Native	9	217	1 11 0 0 0	1 11 0 0 0	101 1 0	1 151 15 0	2 379 4 0	2 545 15 3			
Total	11	228	2 117 0 0	2 117 0 0	104 1 0	3 150 0 5	5 432 0 5	5 555 13 2			
Unaided	1	76									
<i>Normal Schools</i>											
Government { Missionary	1	11	1 54 8 0	1 651 8 0		1 054 8 0	2 109 0 0	2 036 0 0			
Total of Government and Aided schools	148	14 8 8	41 998 0 6	40 311 9 4	37 618 12 9	23 358 2 1	1 01 288 8 2	1 01 076 10 8			
Schools abolished				1 096 4 0			1 596 4 0	1 596 4 0			
Total of Unaided schools	156	4 523	41 908 0 6	41 907 13 4	37 618 12 9	23 358 2 1	1 02 884 12 2	1 02 672 14 8			
GRAND TOTAL	304	19 361									

No returns of unaided schools

Presidency Division—Jessore.

DISTRICT OF JESSORE.

The following description of the state of instruction in Jessore is taken from the report of Mr. A. Smith, the Magistrate of the district.

The district of Jessore, with an area of 3,658 square miles, contains, according to the recent census, a population of 2,075,021. Of these 375,819 males and 292,547 females are under 12 years of age, and 675,307 males and 731,348 females are about that age. We may, I think, assume that half of these under 12 years of age, or 187,909 males and 146,273 females, giving an aggregate of 334,182, are of such an age that they ought to be receiving instruction.

It appears from the compiled returns that on the 31st March last 16,916 children were receiving instruction in aided, and 1,267 in unaided institutions. This gives a total of 18,183 under instruction, a very small fraction compared with the large number that ought to be.

If we compare the figures of the year with those of the one that preceded it, we find that we have this year 524 aided schools with an attendance of 16,916, as compared with 406 schools and 12,852 pupils. On the other hand, under the head of unaided, we have 38 schools with 1,267 pupils, as compared with 188 schools and 3,538 pupils. This result is due to a large transfer of the primary schools from the unaided to the aided class under the Government resolution increasing the allotment of funds for these schools during the year.

The aggregate result is 562 schools with 18,183 pupils, against 594 schools and 16,390 pupils last year; or in other words we have an increase of 1,793 pupils and a decrease of 32 schools, which would seem to indicate that the opening of aided schools, or the extension of aid to the existing schools by the inducement held out to parents to send their children to them, led to the closing of the less fortunate institutions. This is to a certain extent true.

I must say, however, that I think the figures with reference to the unaided institutions of the primary class which are supplied by the Sub-Inspectors are both this year and last quite unreliable. The aided schools must be accounted for, and the figures for them must be got, and the teachers, whose grants depend on them, are careful to give them. The unaided schools are in a different position. There is no money allotment by which their absence from the list can be checked, the statistics take trouble to collect. Unaided teachers do not always care to be troubled to give them; and independently of the trouble, the Sub-Inspectors have not heretofore known much of the primary schools, and have, I fear, seldom known where to find them. At all events, in the list compiled for this report I notice the absence of several then shown as existing, which were competitors for assistance, but whose claims had to be set aside. I cannot suppose that they were all closed in consequence of the failure, and I have little doubt that there are other unpretentious institutions which our inquiries have not yet made known to us.

There are in this district 4,247 villages, and though every village does not have a path-sala, I have little doubt, from what I learned regarding these institutions during my tour, and from the diaries of the subordinate Magistrate, that a much larger number really exist than the 38 the return shows.

Of the aggregate number at school, 1,992 were learning the language which is daily giving more and more the avenue to official employment, English; 18,061 were studying Bengali, of whom the greater portion were in the pathsalas; a few were studying other languages—204 were giving attention to the Sanskrit, 3 to Hindi, 6 to Urdu or Hindustani, 34 to Persian, and 113 to Arabic. The education in English and Sanskrit was confined to the higher order of schools.

Hindustani, Arabic, and Persian, were, unlike English and Sanskrit, taught in the pathsalas only. Six of the schools which have been admitted to the benefit of the new grants—three in the sudder sub-division, two in Narail, and one in Jhenidah—are shown by their returns to admit these subjects. All six teach Arabic, two teach Hindustani or Urdu, three teach Persian, and one teaches Hindi. Six pupils are shown as learning Arabic in them, six learn Urdu, twenty-two Persian, and three Hindi. I apprehend that the Arabic teaching is a mere reading of the Koran; that the Persian and Urdu are read by the lower orders of Muhammadans, and Hindi by the children of traders.

Full inquiry will be made, so as to ascertain what the extent, and the nature of the teaching of these subjects is. The Sub-Inspector of Jessore tells me the education is elementary and given out of school hours. Even if taught in school, it would not probably be desirable to check Muhammadan resort to them by interfering with it.

The following remarks, extracted from a diary of the subordinate sub-divisional officer of Narail, with respect to the reading of the Koran in these primary Muhammadan schools, are of interest:—

“As in other primary pathsalas, the boys as yet only write Bengali on palm leaves, and most of them also read the Koran in the original, but not Bengali. I examined a few of the boys. They could read the early chapters in the Koran without a mistake; but when I asked them to translate, the teacher informed me that they would not commence the

Reports of Inspectors of Schools.

meanings until they had read the book through, which will be some time. The teacher himself only understands the general purport of some of the texts and chapters, and has no grammatical knowledge of Arabic. Learning to read a foreign language not a word of which is understood or explained, is no doubt very poor education; but if Muhammadans prize an acquaintance with their sacred texts before all other knowledge, I do not see why they should not have it, or why the same agency should not be made available for giving them instruction in Bengali and figures. I found that the boys here could write very well on palm leaves. The teacher admitted that he did not know much Bengali, but could teach the *Pratham Bhag*. I directed him to commence devoting the morning hours to writing and the Koran, and the evening hours to Bengali, and that if the boys showed progress in Bengali, I might get him some small aid from Government. He was elated at the idea, and said he would immediately set about it. He told me there were other pathshalas of this description, but more advanced and of longer standing, at Bongram, Perali, and Bistupur (Khulna). I must visit the two former at some other time.

Of the number attending the schools, 13,626 were Hindus, 1,491 Muhammadans, 60 were Christians, and the remaining 6 belonged to other classes.

The census shows that the district contains 915,413 Hindus, 1,151,936 Muhammadans, 1,142 Christians, and 6,530 others.

These figures reveal that in proportion to their numbers the Christians give much the largest degree of attention to the education of their children. The Christian children at school number 5 per cent on the community of their class. The Hindu children follow, standing at 1.4 per cent. The Muhammadans, who form in this district by far the largest portion of the people, have a percentage of only 3, and the other classes have only .09.

It is not, however, merely in the small number of their children that they send to school, that the large and important Muhammadan community is conspicuous. It is also unfortunately distinguished by the very small proportion of the whole number attending who go to any educational institutions above those of the very lowest class. Of the 4,491 who attend school, as many as 3,737 are at pathshalas, and 532 more—making a total of 4,269—are at schools of the pathsala type; while of the Christians and Hindus, out of the aggregate of 13,686, 11,145 only are similarly at the lower schools. Thus 2,541 Hindus and Christians are at the schools which point out the way to the higher walks of life, and only 222 Muhammadans are to be there found. It has often been considered why the children of the Musalman community hold aloof from our schools, and it has been made as it were a subject of reproach to the Government that they have done so. If, however, there be one point more than another for which English policy in India has been conspicuous, it is that we have regarded with an even toleration the religious feelings and beliefs of all classes. The Musalman and the Hindu applicant for employment in our offices is accepted or rejected with reference to his qualifications alone, with an utter disregard of his creed. At our schools there is the same free admission. It is never questioned when a grant-in-aid is solicited whether the school is Muhammadan or Hindu. If there has been any exception to this rule, it has been when a desire has been felt to foster the backward Musalman element, and has been in their favour and not against them. If our education has not been always what a Musalman parent would seek for his child, it has been so only because he has not cared to press his desire for education and to show what education he would wish. Were the education really desired in any shape, there can be no doubt that schools qualified to give it would rapidly spring up and demand and obtain aid. In this district the present apparent cause of their backwardness is principally poverty. In proportion to their numbers the Musalmans form in an extraordinarily large degree the lower and poorer class of the people. Their poverty and their occupations, in which the aid of their children is important to them, are the bars which prevent attendance at school. Why they are the lowest and poorest while they are by far the most numerous, it is less easy to solve.

The desire inherent in human nature for the improvement by each man of his condition in life, is as strong among them as among other men. Why have they failed in the battle, and why have other races, with a religion less elevating and ability not more conspicuous, so completely outstripped them?

Doctor Hunter, in his *Indian Musalmans*, has an interesting disquisition on this subject, in which the religious element is largely set forth. Among other causes for the humiliation of the race here, the unsatisfactory nature of the relations between the sexes especially, as regards the marriage laws and the sub-division of property owing to the laws of inheritance, have doubtless also contributed to the result by preventing the accumulation of wealth and dispersing it when collected. If the small number of our Musalman subjects who attend our schools is a subject for regret, in a still larger degree must the small portion of females under instruction be regretted. I have indicated above that there ought to be 146,273 female children at school. There are only 751, and of these as many as 474 cannot read, write, and understand easy sentences in their mother tongue. Education is mostly sought as an avenue to the means of living, and the openings for educated females are few. That the demand which an educated male community create for educated wives has yet had

Presidency Division—Jessore.

but a very small influence in breaking down the barriers which long usage and prejudice have created against the instruction of native women, these figures but too clearly tell ; but they show, lamentably few as they are, that a beginning is being made, and as compared with last year, when there were only 691, they show some, though not very marked, progress.

The principal features in the education administration of the year have been the formation of a District Committee of Public Instruction in the place of the former local Committee ; the transfer of the control of the schools for primary education from the educational department to the district authorities, the allotment of additional funds for its advancement, and the establishment of a system of scholarships whereby the successful pupil of a primary school may by merit, ability, and application, climb his way to our highest educational institutions, and emerge from them fitted to enter upon any walk of life.

The District Committee was not appointed until the 18th February, and there is thus nothing to report of its doings within the year under review.

By the Government resolution of the 30th September, the assignment of funds for the promotion of primary indigenous education was made. The sum allotted to the Jessore district was Rs. 1,500 for the unexpired portion of 1872-73, and Rs. 4,500 for 1873-74 ; and in Appendix B of the statement, it was approximately estimated that these funds would provide for 120 additional pathshalas.

The tabular statement shows that 127 such schools had been assisted at the close of the year. The statement does not, however, exhibit the whole number that have been aided, as the distribution had not then been entirely completed. The number to which Government aid from these extra funds has been extended has been 148. They have been distributed among the different sub-divisions of the district thus :—

	Number	Monthly cost
		Rs. A. P.
Jessore ..	25 ..	62 8 0
Jhemdah ..	20 ..	50 0 0
Magurah ..	25 ..	62 8 0
Narail ..	50 ..	75 0 0
Khulna ..	23 ..	62 8 0
Bagrihat ..	25 ..	62 8 0
	148	375 0 0
		12 0 0
		1,500 0 0

The grants have been almost wholly given in monthly aids of Rs. 2-8 each, and with the exception of Narail, where the call for assistance was largest, and Jhemdah, whence it was least, it has been distributed in even sums of Rs. 62-8 per month to each sub-division. The Jessore division of the district, with its population of 590,283, would have been entitled to a larger share of assistance ; but the number of aided educational institutions there already is exceptionally large, and it was thought better to give it consequently only an even share with the rest, and to devote the spare funds to the hitherto less favored localities.

Additional aid has been given in some instances by the villagers themselves, in others by local gentlemen who take an interest in the education of the peasantry. The Court of Wards administers within the district the important estates of Narail, Nuldanga, Gobordanga, Satkhira, Ramnaghur, and Bogenur. The latter two are insolvent, and can do nothing at present for primary schools. I have requested the Commissioner's sanction to allot an annual grant of Rs. 900 from the Narail estate, from which I have proposed to give Rs. 2-8 grants to schools on the property, distributed over the different districts in which it lies according to the income yielded, as follows :—

	Rs.
Jessore ..	17
24-Pergunnahs ..	2
Backergunge ..	3
Furreedpore ..	5
Pubna ..	2
Hughly ..	1
Total ..	50

The Nuldanga estate has given Rs. 480 a year for 16 pathshalas of which 14 are in Jessore and 2 in the Goalando sub-division of Furreedpore. The Gobordanga and Satkhira estates, which are managed by the Collector of the 24-Pergunnahs, have recently given annual grants of Rs. 104 and Rs. 135 for the establishment and improvement of primary schools on them, and the Paikpara estate has allowed a sum of Rs. 482.

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The allotment of these grants to specific schools has not yet been made, but I propose to use them partly in addition to grants given by Government to improve existing institutions, and partly in establishing additional schools in the estates.

Fifteen primary scholarships were allotted to this district to be given annually. On the recommendation of the late Commissioner, Mr Cockerell, it was decided to divide the district into three parts, and to give the whole number of scholarships to each part every third year, so as to allow the boys competing a better chance. This year the whole number was given to the Jessore and Narail sub-divisions, and next year they will be given to Bagirhat, to Khulna, and the following one to Jhenidah and Magurah. The distribution was made according to the result of an examination held on the 21st April last. There were 325 candidates for the 15 scholarships. Of these candidates, 70 were rejected as being over age, and 245 were examined. Four boys unfortunately lost scholarships under the rule which allows only one scholarship to one pathsala. The institutions which were thus honorably distinguished were the Poti Kishmaghur and Puddopukuria pathsalas. The competitors and successful candidates were —

Caste.				Competitors	Succeeded
Kaisthas	..	...	...	147	12
Brahmans	..	...	...	20	2
Nobosaks	...	...	...	31	0
Muhammadians	...	...	...	47	1
Total				245	15

The Muhammadan gained the second place.

The educational circles, which had heretofore a special jurisdiction of their own, have been during the year revised and brought into agreement with the magisterial and revenue sub-divisions; a Deputy Inspector is appointed to supervise the whole district generally, and the sudder division of it specially. A Sub-Inspector has been appointed to every sub-division except the sudder, for which, however, in order to allow the Deputy Inspector more time for general supervision, one has just been sanctioned

I doubt whether this is a good arrangement. The boys of each sub-division have no chance at all for two out of every three years. If the country sub-divisions cannot compete with Jessore and yet require encouragement, the 15 primary scholarships might be yearly allotted, two to each of the six sub-divisions, and three might be open to general competition.

Reports of Inspectors of Schools

The 524 aided schools have been maintained at a total cost of Rs. 93,790-15-7, of which Rs. 46,251-5-4 has been paid by Government, Rs. 2,439-6-9 has been realized from fees and fines, and Rs. 22,601-3-6 has been obtained from other sources. The 38 unaided schools have, on the other hand, cost Rs. 1,810-7-0; of which Rs. 1,281-7-0 has been met by fees and fines, and the balance, Rs. 559, has been obtained in other ways.

The principal school in the district is the Government zilla school the late head-master of which, Babu Gour Narain Ráy, has been just transferred to the Hugly Collegiate School as third master. A special report on the institution was forwarded to you by the Secretary, under my instructions, on the 23rd April last. I will therefore, on the present occasion, speak but very cursorily regarding it. There were 137 boys on the roll at the close of the year, and the average attendance throughout was 95.52. The average attendance in the preceding year was 87; there was thus a moderate increase. The boys attending are almost exclusively the sons and connexions of the pleaders, mookhtears, and clerks in the Government offices. These form with but a very small exception the whole community of Jessore. The unhealthy climate of the station renders it an undesirable place of resort for education as well as for other things, the school will therefore never be very largely attended. It used to enjoy a grant of Rs. 5,280. Some years back it was reduced to Rs. 3,616, and in May last it was again curtailed to Rs. 2,100. This has necessarily led to a reduction of expenses and of the staff of the masters, which will, it is feared, reduce to some extent the efficiency of the institution. The head-master, who has been transferred elsewhere, has been replaced by a new man on a reduced salary of Rs. 100; other changes and reductions in the way of economy have also been made. The Paikpara estate allows to the school a yearly grant of Rs. 300, and the Nuldanga estate gives a sum of Rs. 100 for scholarships, and there are also Rs. 4,000 in Government 4 per cent promissory securities.

The aggregate expenditure was—

	Rs.	A.	P.
8 teachers	5,100	12	3
Servants	3,200	0	0
Contingencies	800	7	3
Total	9,100	19	6

Nine boys went up from the school to the Entrance Examination, of whom 6 passed successfully—2 in the first or highest division, and 4 in the second. In itself, and as compared with former years, the school never having done so well since its foundation, this result was very satisfactory. One of the successful candidates obtained a junior scholarship of the second grade.

At the sudder station of Jessore, besides the Government English school, there is also a normal training school for the education of the gurumohashais for mutussil pathshalas, and a model pathshala. On the 31st March there were 52 on the rolls of the institution, of whom 38 were stipend-holders and 14 free. The admission of stipendiary students has now ceased, having been interdicted by the Director's letter of the 11th February 1873. No compulsory action has yet been taken toward bringing into the institution the gurumohashais of the newly aided pathshalas, though eventually it will no doubt be desirable to require the less efficient and successful of them to attend for instruction. The number on the rolls of the model pathshala was only 31, against 76 at the close of the preceding year. The income from fees and fines was Rs. 10-1-3, against Rs. 91-7-3—a result less unfavorable than in the case of attendance.

Jessore has also a girls' school with 19 pupils, all children of respectable Hindu residents, who learn writing, arithmetic, geography, and are fairly efficient. Besides the Government school at Jessore, there are also three other higher class English schools, viz. Sridharpur, Narail, and Piljung. I have already mentioned that from the Jessore school 6 boys out of 9 passed the University Entrance standard successfully. So from Narail 8 out of 9 passed, and Sridharpur sent up 2 and Piljung 1 successful candidate. The whole number of candidates from the district was 29, of whom 17 passed—6 in the first division, 8 in the second division, and 3 in the third.

Classed according to the schools they came from, and the divisions in which they stood, the whole result was—

SCHOOLS	1st division	2nd division	3rd division	Total
Jessore	2	4		6
Narail	3	1	1	5
Sridharpur	1		1	2
Piljung			1	1
Total	6	5	3	14

Presidency Division—Jessore.

Four of the 7 who passed in the first division obtained junior scholarships out of the 15 allotted to the Presidency Division. The highest scholarship gained was one of the second grade, and it was got by a boy of the Jessore school.

The minor and vernacular scholarship examination was held in December; that for the sudder sub-division took place at the Government school, the normal school, and under an awning in the compound of the former, for the available buildings did not suffice to admit all the competitors. In 1871-72 there had been only 32 candidates for minor, and 178 for vernacular scholarships. In 1872-73 the number of candidates for the minor scholarship continuing at the same figure, there were 178 who aspired to the vernacular scholarships. These figures show a very gratifying increase in the number of those anxious to carry their education up to the higher branches. I have not the figures for the other sub-divisions, but for the whole district. Nine passed in the first division, 26 in the second, and 82 in the third. The schools which had the distinction of obtaining the nine places in the first division were —

The Jessore Model School	.	.	.	2
Narail Vernacular	•	.	.	3
Shekhafi	"	"	.	1
Chanchra Pathsala	..	...	.	1
Mapla	"	...	.	1
Gopsan	"	...	.	1

9

Among the schools which I visited during my cold weather tour, there was none with which I was so well satisfied as the anglo-vernacular school at Narail, and the good opinion I expressed of the teaching and management I am particularly gratified to find confirmed by the result of these public contests. Of the nine boys who passed in the first division, five obtained scholarships, as did also three who passed in the second.

The tabular statements which accompany this report will give all the statistical information required regarding the different classes of schools, the social position and races of the teachers and the taught, the cost of the different schools to the Government and to the local public, and the acquirements of the taught.

The great work of this year has been the initiation of the important measures for the extension of indigenous education. It will be the task of that which is now opening to complete and to watch over them. In reporting on the subject in another year, I hope to be able to detail the benefit the measures conferred on the community, and to speak of the beginning at least of the good effects that will hereafter flow from them. I would hope also then to be able to give statistics of unaided education more accurate and reliable than have heretofore been obtained. The work of the past year has been to select the institutions that were most deserving of aid; this has now been completed. Some further measures still remain to provide for the advantageous expenditure of the sums which have been allotted from the different estates under the Court of Wards, but the great duty of the magistracy and the inspecting officers during the present year in connection with education will be to see that the schools which have been aided maintain the standard which is required of them; to aid the teachers with their advice, and generally to assist them in every measure toward the more efficient communication of the elementary instruction they have to convey. These duties will extend so far as may be acceptable, and I don't doubt that it will in any instance be otherwise to schools which our funds do not permit us to aid as well as to those we had been able to assist. The intimate connection which now subsists between the subordinate officers of the department and the local Magistrates who now supervise this work, should ensure in the spirit of the resolutions of the Government full attention to the humble but deserving institutions which our means do not enable us to assist, and if a careful note of this is kept as they are visited, there ought to be no difficulty in obtaining at the end of the year the full and accurate statistics which are not on the present occasion available.

It is usual to conclude such a report as the present with a brief note of those who have principally assisted in furthering the cause of education throughout the year. Among these I would first notice the zemindars of Narail, to whose enlightened liberality the school which has been so favorably noticed at paragraphs 31 and 32 of this report owes its chief support, and who contribute to a good school at Lukhipore and other schools elsewhere. Next I would name, Babu Iswar Chandra Bosh, who supports the higher class English school at Sridharpore.

Babu Anunga Mohan Deb Roy of Chandra.

Mr. W. Sheriff, indigo planter, Sindureo.

The Maharani Surnomoyee.

Babu Deb Nath Ghosh, who principally supports the Piljung school.

Reports of Inspectors of Schools

Of the Magistrates who have zealously aided me in this important department, I would specially name Mr. Kollerher of Narail, and Babu Chandra Naram Singh of Khulna.

Of the officers of the education department, Babu Jagat Chandra Banerji, the Deputy Inspector has but just joined. Of the former officers, Babu Behram Ray of Jessore, and Babu Kajendra Prokash of Jhenidah, are the most deserving of notice.

Return of Schools in Jessore, compiled from the returns of the District Committee

DESCRIPTION OF SCHOOLS	No.	Number of Pupils	Institution	INCOME				Total	Expenditure
				From Government		From Private Sources			
				Rs.	A.	Rs.	A.		
<i>Hindu Schools</i>									
Government	1	137	701 0 0	3 10 0 0	101 3 0		111 3 6		7 11 5 6
Aid Native	1	10	13 0 0	5 7 1	7 1 0	800 0 5	7 5 7 9		7 14 11 3
Total Hindu Schools	2	147	714 0 0	8 17 1	108 4 0	800 0 5	1 5 11 3		1 25 14 9
<i>Muslim Schools</i>									
Aid Native	10	611	1 83 0 0	11 10 13 0	7 75 0 0	1 85 1 1	3 01 13 1		31 492 7 1
Unaided	1	118							
<i>Muslim Schools</i>									
Government	1	1	1 0 0 0	0 0 0	10 13 3		1 118 13 3		1 118 13 3
Aid Native	1	1	1 0 0 0	1 4 11 0	1 18 1 0	1 37 5 0	4 4 0		4 3 7 10
Circle Schools	11	1	1 0 0 0	1 4 4	1 1 0	10 10 0	1 7 13 0		1 7 13 0
Total	1	1	1 0 0 0	1 5 11 0	1	1 1 1 0	4 1		7 117 2 1
Unaided	1	1							
<i>Christian Schools</i>									
Aid Native	8	87	1 35 5 0	1 8 0	15 1 0	1 80 5	3 1 4 0		3 10 4 0
Unaided	8	171	0 0 0	0 0 0	100 1 3	1 1 1 0	1 35 0 0		1 35 0 0
Orphan Asylums	8	800	1 04 0 0	1 4 1 0	0 8 1 0	1 0 0 3	8 3 3		8 3 7 8
New Mathias	17	14	4 0 0 0	0 0 0	1 11 0	0 8 0	2 3 4 13 0		2 4 13 0
Total	41	1 00	2 10 5 0	1 5 1 0	1 1 1 0	1 7 1 0	8 18 0 0		8 18 0 0
Unaided	34	1 77							
<i>Christian Schools</i>									
Aid Native	4	10	1 8 0 0	10 8 0 0	1 8 0	4 8 0	13 0 0		210 0 0
Unaided	10	101	1 10 0 0	1 0 7 0	7 0 0	1 1 1 0	2 17 1 0		2 17 1 0
Total	14	111	2 9 0 0	11 8 0	8 8 0	5 9 0	15 1 0		2 27 1 0
<i>Anglican Schools</i>									
Government	1		780 0 0	8 0 0 0	1 13 0		7 012 2 0		7 042 2 0
Total of Government and Unaided Schools	61	10 01	8 71 8 0	11 0 0 1	1 0 0 0	2 48 5 0	91 0 15 4		91 188 8 2
Schools abolished	01	10 01	8 1 8 0	1 13 0 1	1 0 0 0	18 5 0	9 5 15 4		91 551 8 2
Total of unaided schools	38	1 77							
GRAND TOTAL	100	18 78							

No return of unaided schools

Presidency Division

No 1437

Annual Return of Schools in the Presidency. Division for the year ending on 31st March 1873, compiled from the returns of the District Committees

[illegible]

Reports of Inspectors of Schools.

Summary of Social Position-Table for Presidency District 1872-73, compiled from the returns of the District Committees.

	Number of schools	Total number of pupils	HINDUS				MUHAMMANS				OTHERS				PARENTAGE NOT KNOWN			
			1st class	Middle class	Low class	Total	1st class	Middle class	Low class	Total	1st class	Middle class	Low class	Total	1st class	Middle class	Low class	Total
ZILLAHS																		
24 Pergunnahs	112	4080	17	12	16	45	11	6	7	24	1	2	1	4	68	1	1	7
																		3
Nudda	604	19801	75	543	5807	11251	4	2	281	313	1	1	1	3	22			5
Jessore	539	18183	21	649	724	1354		15	4	400	12	60	1	1	5			
Grand Total	2255	77774	172	10720	30277	41769	17	1212	3333	3457	10	1028	1	7	10227			2

The District Committee of Nudda have given no returns of the social position of the population of that district. In the 24 Pergunnahs given in returns. The returns from Jessore are complete.

Reports of Inspectors of Schools.

Social Position Table.—Presidency Division, 1872-73.—(Continued.)

DISTRICTS	CLASS OF SCHOOLS	Number of schools.	Grand total of pupils.	HINDUS	MUHAMMADIANS.	CHRISTIANS.	OTHERS.	PERCENTAGE NOT ASCERTAINED.
				Upper. Middle. Lower.	Upper. Middle. Lower.	Upper. Middle. Lower.	Total.	
NUDDEA	Lower Class.—(Continued.)							(Christians)
	{ Lower Vernacular aided C. Circle ... D. Pathshalas ... Night Aided ... D. Ditto ... Total	3 5 143 4 35 193	210 183 4,183 96 837 5,504					
	{ Unaided Pathshalas E. Pathshalas ... Total	124 175 492	3,211 9,929 13,140					
JESSORE	{ Aided (missionary) D. Pathshalas ... E. D. to (new) ... Unaided ... Total	25 213 127 31 390	827 6,909 3,942 1,007 12,685					
	{ Night Pathshalas aided D. Ditto ... E. Ditto (new) ... Unaided ... Total	8 45 3 56	171 1,153 70 1,394					
	Jessore Grand (Lower Class) Total	455	14,070					
	Girls'. { Aided Circle Girls' Unaided ... Zenana Institution ... Total	27 2 4 34	1,045 50 189 1,285					
NUDDEA	{ Girls' aided Ditto, unaided ... Total	11 4 15	389 76 465					
JESSORE	Aided ...	11	180					
	Normal Schools.							
	Tols ... Maktabs ... Total	21 2 23	201 13 214					
NUDDEA	Normal School, aided ...	1	11					
JESSORE	Training School, Government ...	1	52					
NUDDEA	Tols ...	17	170					

Presidency Division—Jessore.

JESSORE	Government Aided Unaided	1	137	201	28	49	21	4	5	6	116	1	117	91	21	21	
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Presidency Division—Jessore.

[illegible]

*Reports of Inspectors of Schools.*REMARKS BY LORD H. ULICK BROWNE, COMMISSIONER OF THE
PRESIDENCY DIVISION.

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2. Mr. Woodrow's able and interesting report is so full and complete, that it seems to me to have nearly exhausted what there is to be said on the subject of education in this division during the year, and to leave but little room for remarks from me.

3. The Lieutenant-Governor will perhaps remember that under the new educational arrangements I requested the Inspector to retain charge of the higher and middle class schools as before, but Mr. Woodrow has been of great assistance to the district officers and myself in all matters connected with primary education. It was only natural that he should be consulted when there was a doubt on any point in addition to those regarding which he was to have a voice under the orders in force. Mr. Woodrow's position in the Education Department is so well established that he needs no encomiums from me, but I desire on this occasion to acknowledge the assistance that the executive have received from him, and to express my regret that he has been obliged to take long leave to Europe.

4. The report begins with a reference to the great educational changes of last year, and shows how they have been carried out and the general work of education performed. Mr. Woodrow then discusses some of the educational questions that have attracted attention during the year, such as the expediency of introducing modern science into our school course, the attendance of Mahomedans at our schools, &c. He next considers the number of children of school-going age and shows how many there are to be educated. The results of the examinations of all kinds are then reported, and standards for primary schools are suggested. We then have in succession a summary of expenditure, school statistics, the progress return, a sketch of the races and creeds of pupils and teachers, and the social position of the former, and remarks on Deputy and Sub-Inspectors and a few of the principal schools of the division, the report being completed by appending the greater part of each of the three district reports.

5. I do not know how far there is a foundation for the apprehension expressed in paragraph 2 of page 391 as to the increased assignment for primary education not being continued, but I hope the grant will at any rate be continued in a division where the people for whom it is intended have shown such appreciation of it.

6. Page 395. In his remarks on the advantages under which the administration of primary schools were undertaken by the Magistrate, Mr. Woodrow seems to have a doubt whether the schools established by the weight of the authority of such officers will strike root in a kindly and thriving manner, as the position and influence of the district officer prevented the necessity of looking about much for specially favorable places wherein to start schools, as the Education Department Inspectors had been obliged to do. * This of course remains to be seen, but at present I can say that be the idea that actuated the response of the people to the offers of education what it may, the response itself was prompt and promises well at present.

No doubt under the new arrangements the position of the Sub-Inspectors under four masters is not always an easy one and, as Mr. Woodrow says, there are many wheels in the education machine; but it can scarcely be expected that such changes will work easily and smoothly just at first.

7. Page 396.

The table in this page shows how this division has suffered from the redistribution of scholarships

As regards the vernacular scholarships, the reports of the three districts about the examinations show that the Lieutenant-Governor's object in regard to attracting the lower classes has been successfully attained in this division. It will be observed that in the 24-Pergunnahs 136 schools sent up 444 candidates, 369 being Hindus and 75 Mahomedans, the latter doing well and securing 4 out of 13 scholarships. The successful candidates included three sons of cultivators and nine others of the lower classes, a son of a Brahmin priest obtaining the remaining scholarship.

The examination for Busseerhaut and Satkhirah took place at Takee on the day I arrived at Busseerhaut on tour, and the sub-divisional officer and Sub-Inspector described the interest and excitement as having been remarkable, the Gurus bringing forward their boys and specially commending them in loud tones.

The system of examination and selection pursued in Nuddea is narrated in page 454. No less than 561 boys came forward, of whom however, 172 were not allowed to compete as being of a different social position, &c., to the class for whom the scholarships were intended. Here again cultivators and others of the lowest classes, and also Muhamadans, were successful.

* See pages 416 and 417, paras 59 to 61, pages 453 to 455 and page 460.

Presidency Division.

In Jessore the suggestion of the Officiating Commissioner, Mr. Cockerell, made shortly before I joined the division, was acted on, and is described at page 160; it giving all the scholarships to a third part of the district every year, leaving the other two-thirds without a single one for two years. I agree with Mr. Woodrow in doubting if this is a good arrangement, and I much prefer giving some scholarships to each sub-division annually. There were 245 competitors from the third of the district, which is good in proportion; but the number of Muhammadans, viz. 47, was small for a district with so large a Muhammadan population, and only one of them was successful. The occupation of the successful candidates is not stated; but as 12 of them were Kaists, it is to be feared that whether it was for want of cultivators and artificers among the competitors or not, the scholarships were scarcely given to the lowest classes. A communication will be made to the Magistrate on this point.

8. In pages 398 to 401 Mr. Woodrow enters into calculation, based on the best statistics he could obtain, of the probable increase of the population, in order to show both the inadequacy of the present provision of education for the people, and also to press on the attention of Government the advisability of introducing modern and practical science, especially agricultural science, into the school course, in order to teach the people how to make the most of the land now in cultivation, and also the waste lands, which, he believes, must be brought into cultivation by the end of the present century, owing to the presence of a rapidly increasing population not likely to be affected by emigration. His recommendations seem worthy of attention. A feeling has been gaining strength at home for some years passed that it would be more useful to the upper and middle classes in England to learn the physical sciences and modern languages, than to spend so many years in learning classical languages, for which not one man in a hundred ever has the slightest use in after life, and a knowledge of which not one in five hundred attempts to keep up. How much more is modern science likely to be useful, and classics almost useless, to the natives of India?

9. In pages 401 to 407 the Inspector considers the questions of the education and social position of Muhammadans, and the origin of the mass of them living in the Eastern Bengal districts, whom he considers to be the descendants of converted low caste Hindus. He shows by statistics that the Muhammadans prefer vernacular schools to English, lower vernacular to higher, and night schools to day schools. Cultivators constitute more than half the Muhammadan pupils, and artisans are very few. Muhammadans in Bengal are as a body poorer than Hindus, and among those who are well-to-do English education is not popular.

10. The calculations in pages 408 to 410 make out that there are 7,500,000 boys of a school going age, thus forming more than a tenth of the whole population, and more than a fifth of the male population. This shews how gigantic is the task which the present Lieutenant-Governor has initiated, and points to the conclusion that unless the people will pay for their education, it can never reach them as a body. It is to be hoped that the result of the efforts of Government on a few will show the many the advantages of education, and that by degrees, but scarcely in the time of the present generation, it may be diffused among the masses.

11. Pages 415, to 424 under the head of statistics, an increase appears in the attendance in all classes of schools. The calculation that the average age of boys in the Government higher schools is fifteen and half years can scarcely be correct. It seems by the table in page 419 that the total expenditure on education in the Presidency Division is Rs. 3,75,112, of which Rs. 2,23,659 are derived from local sources, and Rs. 1,51,453 from Government. The percentage of the entire educational outlay spent on instruction, as distinguished from inspection, &c., in the Presidency and Chota Nagpore divisions and in Calcutta, is 89.51, and in this division 60.12, which seems satisfactory.

12. Pages 427 to 431. Here we have statistics of the races and creeds of pupils and teachers. The Muhammadan pupils are only 19 per cent, taking all kinds of schools, and 28 in primary schools. In Jessore they formed a fourth of the boys at the old primary schools, but in the new they formed a third. In the higher and middle schools the upper castes of Hindus form a considerable majority, while in the primary schools the lower castes predominate and it is interesting to observe that while in the old pathshalas the higher castes had a majority, in the new the lower castes gain ground, which shows, as Mr. Woodrow says, that "the new net has been thrown wider and has included a greater number of little fish." The scarcity of Muhammadan teachers is to be regretted, but I can say that since I have been in charge of this division no opportunity has been lost of appointing Mahomedans where it was possible to do so.

13. The proceedings of the district officers in regard to the extension of primary education under the orders of 30th September 1872 will be found in pages 439 to 442, paragraphs 30 to 46; in clauses 5 and 6, pages 453 and 454; and in page 459. The report of the 24-Pergunnahs is full, and that of Nuddoa scanty, though I know that as regards the latter district great interest was taken in the matter.

It will be seen that the inquiries as to existing pathshalas "brought to light a very large number of schools under purely indigenous school masters" in the 24-Pergunnahs

Reports of Inspectors of Schools.

mainly supported by the poorest classes, and that a system of payment for results was introduced experimentally on certain judicious conditions as to inspection, submitting returns, and teaching the Government pathshala course to encourage these schools. A few new schools were also opened on the same system. No less than 307 grants, varying from Rs. 2 to Rs. 5, were allotted to primary schools, and the net result of the operations in the district is that 399 pathshalas attended by 12,113 boys, "four classes of the community hitherto but little reached by our educational system" have been brought under inspection."

The proposal of the Magistrate to open a training class for Gurus was submitted to Government, and the district was not forgotten in the orders that issued not long ago on the general question of training Gurus.

In Nuddea, after inquires as to the wants of each sub-division, 175 grants were distributed, though one of the Sub-Inspectors did not draw the grants for two sub-divisions.

In Jessore 148 schools were assisted by monthly grants of Rs. 2-8 each, and additional aid has been given by local gentlemen and villagers.

In all three districts allotments have been made from estates under the Court of Wards in proportion to the means of each, except where it was impossible to do so owing to poverty or indebtedness; and assistance has also been given to portions of such estates in other divisions, the most notable instances of this being the grants made by the Paikparah and Narail estates.

14. The District Committees had only just been constituted when the year closed, and were only beginning to master the resolutions of Government in order to understand their duties.

15. The inspecting staff has been brought up to the full strength required in each district, and the principle usually adopted is the appointment of a Sub-Inspector for each sub-division.

16. I think the Lieutenant-Governor will be satisfied with the results that have so quickly followed the introduction of his scheme in this division. The people have shown much alacrity in availing themselves of the additional chances offered to them, and it will be a matter for regret if the pecuniary support of Government be at all diminished for the future. It seems to me that the promise of still further success held out by the results attained in this short period is such, that it would be a pity to reduce the grant for primary education in this instance. No doubt the object of the parents of the boys in sending them to school is not all we could wish. They most probably hold the too general view of the country that a man who can use a pen should never demean himself by handling a plough or spade; and this object doubtless is, that the son shall occupy a higher position in life than the father. There is not only no harm in such a desire, but it is to be commended, though we may wish they desired education for its own sake. Perhaps at first they may attain their object more or less, as when such an advantage is possessed by a few they are likely to rise in life among the many. If primary education spreads among the masses, there will no longer be room for so many to rise in life; but when it so spreads, education will begin to be somewhat appreciated for its own sake.

17. A difficulty that will be felt hereafter, though it cannot be felt till many more thousands of boys in each district attend school, is the loss of a boy's services to his parents. Where there are many cattle to herd and fruit orchards to watch, that loss would be real, as in such matters boys in India are as useful to their parents as boys and girls are in the manufacturing districts in England, where for some years it was difficult to persuade the parents to give up any of the bread-winning time of their children for the sake of schooling.

18. I am agreeably surprised to find that the offer of Government aid has not had the effect of stopping the contributions of the parents, under the idea that if Government are ready to pay the Gurus the people need do so no longer. There has been a little of this, as will be seen by paragraph 43, page 142 of the 24-Pergunnahs report, but much more of it was expected. I do not find any mention of it in ~~for~~ other reports, nor have I heard of it elsewhere.

19. I fear that the new pathshalas will have ~~be~~ ^{be} carefully watched to prevent such frauds as are described in the annexed extract from a late diary of the sub-divisional officer of Nurrail.

20. In conclusion, I am happy to be able to report that the three district officers have taken great interest in their new duties, and I observe that Mr. Smith has made favorable mention of Mr. Kelleher among his sub-divisional officers.

Extract from the Diary of one of the Sub-Divisional Officers of Nurrail for the months of July and August 1873.

The pathshala has been slightly injured by an opposite school recently started in the neighbouring village of Noagram by a person giving himself out as a learned pundit who will teach his pupils free for the first three months. This was the way training pathshala grants (Rs. 5 monthly) were formerly procured. The certificated Guru came and made a great fuss in the village, collected

Samakhola pathshala.

Presidency Division.

a number of boys, and got the leading villagers (or the friends of the person in whose house it was to be held) to sign the agreement (for form sake) that they would subscribe so much a month. The Deputy Inspector's report in favour being then obtained, the affair was complete. Of course with his Government stipend now secure, and free quarters in the house where the pathsala was held, all necessity for further exertion ceased, and the attendance soon dwindled down to the children of the family by whom the pundit was supported and those of their immediate relatives. The pundit attended to his duties whenever and as long as he pleased, to be in time ousted in favour of a poor relative who had become a burthen to his friends. Sometimes, too, the pundit appointed his needy brother or cousin to act for him, and left to open out another school elsewhere. The above procedure is still in full force here, and it will be some time before the training pathsala teachers can be got to work honestly. I told the patrons of the Shamakhola pathsala that they need have no apprehensions for their grant so long as they got the Guru to attend regularly to his duties.

FROM THE REPORT OF MR. H. WOODROW, M.A., INSPECTOR OF SCHOOLS,
PRESIDENCY CIRCLE

CALCUTTA.

The colleges of Calcutta, whether for general or for special instruction, are under the control of the Director of Public Instruction; the Inspector of Schools has no concern with them, and does not enter them in his returns. This arrangement has existed almost from the very establishment of the Educational Department, but it is not quite in accordance with the intentions of paragraph 18 of the great education despatch of 1851.

Higher English schools are not aided in Calcutta, on the ground that such schools in many cases are self-supporting.

The schools more or less known to the Educational Department were on the 31st March last 260 in number, and were attended by 19,445 pupils. Their several classes are shown in the following table:—

Description of Schools		Number of schools	Number of pupils on 31st March
<i>Higher Class</i>			
Government		4	1,598
Aided	.. ..	
Unaided		11	6,671
		18	7,267
<i>Middle English.</i>			
Government	..	2	445
Aided	..	3	426
Unaided		13	1,317
		18	2,188
Total number of English teaching schools		36	9,445
<i>Middle Vernacular.</i>			
Government		1	489
Aided	.. ..	1	1,233
Unaided		1	299
		9	2,021
<i>Lower Vernacular.</i>			
Aided		2	186
Unaided Pathshalas		110	4,413
		112	4,599
<i>Girls' Schools</i>			
Government	.. ..	1	85
Aided	..	15	956
Unaided	..	6	407
Zemana Agencies Aided	..	77	1,796
		99	3,244
<i>Normal Schools</i>			
For Male Teachers—Government		1	90
For Female Teachers—Aided		3	16
		4	136
Grand Total.		260	19,445
Schools for boys		157	16,155
Schools for girls and zemanas		103	3,290

In this list many unaided schools and pathshalas not hitherto known to the department have been added by the inquiries of the Deputy Inspector of Calcutta, Babu Mahendranath Ray,

Reports of Inspectors of Schools.

and therefore a comparison with the numbers mentioned last year cannot be taken. There are 157 schools for boys with 16,155 pupils, or about 103 boys to a school; and 103 schools and zenana circles for girls and women, with 3,290 pupils, or 32 girls to a school. I am surprised that the average for girls' schools and zenana circles is so high; 84 girls are found in schools for boys. These 260 schools are instructed by 732 teachers. The census of Calcutta introduces under the head of education the secretaries, librarians, clerks, matrons, and sergeants employed in schools, and the teachers subsisting by private tuition. I do not find fault with the arrangement, but it has not been adopted in the above list. The census shows in the three divisions where the work is noticed 809 males and 55 females engaged in educational work, and 9,397 boys and 2,564 girls under instruction. It has therefore 77 more teachers, but 6,984 fewer scholars. The population of Calcutta by the Census Report was 447,601; of whom 299,857 were males and 147,744 females. In my report on the Presidency Division I have noticed the remarkable inequality of the sexes. Calcutta is the place to which the bread-winner comes, leaving behind him in the country his wife or wives and children.

The distribution of population is thus given in the Census Report:—

Caste	MALES		FEMALES		Total Children
	Not exceeding 12 years of age	Above 12 years of age	Not exceeding 12 years of age	Above 12 years of age	
Hindus	23,112	166,310	19,119	82,623	
Muhammadians	11,351	81,960	7,170	29,701	
Buddhists	11	78	10	11	
Christians	2,167	5,679	2,117	5,811	
Others	108	531	111	57	
TOTAL	36,800	2,70,07	28,527	1,16,530	
PERCENTAGE					
Hindus	71	57.1	66	28.1	14.5
Muhammadians	35	6.8	24.8	22.3	13.9
Buddhists	.6	.1	.3	.2	.06
Christians	14.8	1.7	1.9	5.6	2.7
Others	10.0	50.0	9.8	29.7	20.3
General average for Calcutta	84	68.6	61	26.6	14.8
General average for all Bengal	188	31.3	157	31.2	31.5

In these numbers the Buddhists are so few that they may be neglected, but it is remarkable that their daughters only amount to three in a hundred of their number. The members of all the various creeds and races are affected by the fact that men come to Calcutta for work, leaving their families behind; but the Christians are the least influenced by the rule, though all who can possibly afford it send their children to Europe for education. The Mussulmans next to the Chinese have the great preponderance of their number male adults. They have only 54 girls under 12 in every 1,000 of their community. In comparing the average in Calcutta with the general averages for all the Lower Provinces, we find that taking 1,000 people, we have in Calcutta only 84 boys under 12 years of age; whereas 188, or more than double, is the number usually. There are only 64 girls under 12 years of age, against 157 generally. The women are 266 against 312 generally. The males are 586, against 313 elsewhere. These figures show how greatly Calcutta is an exception to other places in the ordinary distribution of population.

The number of children is only 14.8 per cent. of the population. There are 36,809 boys under the age of 12 years, of whom probably 43 per cent., or 15,837, would be over the age of six years. Our returns show that we have at least 16,135 boys at school. The fact that we have more boys at school than there are boys between the ages of 6 and 12, shows either that the census is wrong, or that the limits of school-going age in Calcutta extend beyond these two periods and that even then Calcutta is well off for instruction.

Presidency Division—Calcutta.

The higher class schools, arranged according to their management, are enumerated in the accompanying list, and their success at the Entrance Examination is also shown :—

	Number on roll on 31st March.	PASSED IN THE				Ratio of number of passed students to the number on the roll as on 1st March.	Total merit marks.	Average merit marks.	Number of candidates passed in 1874.
		1st Division	2nd Division	3rd Division	Total.				
GOVERNMENT INSTITUTIONS.									
Hindu School	588	9	16	9	34	17	68	20	29
Hare School	400	8	11	5	24	15	57	24	31
Sanskrit Collegiate School	204	1	5	1	7	29	14	20	9
Anglo-Persian Department of Madrasa	375			3	3	53	11	16	7
TOTAL	1,566	18	39	18	75	21	150	20	79
SCHOOLS UNDER MISSIONARY BODIES.									
Calcutta Free Church Institution	794		6	7	13	61	19	14	20
General Assembly's Institution	765	3	7	3	13	59	26	20	19
TOTAL	1,559	3	13	10	26	60	45	16	39
SCHOOLS UNDER OTHER CHRISTIAN BODIES.									
Protestant and Armenian.									
La Martiniere	150	3	4		7	21	17	24	4
Doverton College	295	4	1		5	59	13	24	8
Calcutta Boys' School	166		1		1	103	3	20	1
Armenian Philanthropic Academy	72		1		1	72	2	10	2
TOTAL	623	7	7		11	41	31	24	15
Roman Catholic.									
St. Xavier's College	428	5	3	1	9	47	22	26	9
Bengal Academy	139	1	1	2	4	32	7	17	3
TOTAL	567	6	4	3	13	43	29	22	12
Total of Schools for Christians	1,181	13	11	3	27	43	63	23	27
SCHOOLS UNDER NATIVE MANAGERS.									
Metropolitan Institution	845	6	7	6	19	44	28	20	15
Oriental Seminary	115	1	4	2	7	59	13	19	6
Sen's Free College	352		3		3	117	6	20	2
Calcutta Training Academy	323		2	2	4	81	6	15	5
Calcutta Training Institution	392		3	1	4	75	7	17	1
TOTAL	2,227	7	19	11	37	60	70	18	29
GRAND TOTAL	6,543	41	82	12	165	39	328	119	174

The scholarships obtained were as follows :—

	First grade.	Second grade.	Third grade.	Total number of scholarships.
GOVERNMENT INSTITUTIONS.				
Hindu School	2		1	3
Hare School		2	4	6
SCHOOLS UNDER MISSIONARY BODIES.				
General Assembly's Institution			1	1
SCHOOLS UNDER OTHER CHRISTIAN BODIES.				
<i>Protestant.</i>				
La Martiniere		1		1
Doverton College			3	3
<i>Roman Catholic.</i>				
St. Xavier's Collegiate School		1	2	3
Bengal Academy			1	1
SCHOOLS UNDER NATIVE MANAGERS.				
Metropolitan Institution	1	1	1	3
Oriental Seminary			1	1
Total	3	5	14	22

Reports of Inspectors of Schools.

The Entrance Examination is the only common test to which these schools are subject. It is not a complete test, and some of the schools merit a higher place than would be determined by their merit marks in this examination; yet it is the only common test. The Inspector does not visit all these schools, and it would be a most invidious task for him to compare even those he does visit. Consequently a comparison by the results of the Entrance, incomplete though it be, is the only test possible. The above list shows us that the best prepared sets of students are those coming from the schools connected with the Doveton and St. Xavier's Colleges, with whom the average merit mark was 2·6. The Martiniere came next, then the Hare School. The merit mark being three for a place in the first division, two in the second, and one in the third; when the average is more than two, there are more students in the first than in the third divisions. The Hindu School, the Sanskrit College, the General Assembly's Institution, and Seal's College, come next, all of which had as many pupils in the third as in the first division.

The schools which sent up the highest students, as well as the whole set of best prepared students, were, as shown by the scholarship list, the Hindu School, the Hare School, the Metropolitan College, and the schools of St. Xavier's, the Doveton, La Martiniere, and the General Assembly. Classing the schools by the entire marks gained in the Entrance Examination, and not as above by the general superiority of the passed students, we obtain the following order:—

(1)	Hindu school under the management of Government	
(2)	Hare school	ditto
(3)	Metropolitan	(Pandit Iswar Chandra Bidyasagar).
(4)	The General Assembly's Institution	Missionaries
(5)	St. Xavier's Collegiate School	.. .. Society of Jesus.
(6)	The Free Church Institution	.. .. Missionaries.
(7)	La Martiniere	.. .. Other Christians
(8)	Sanskrit Collegiate School	.. .. Government.
(9)	The Doveton Collegiate School	.. .. Other Christians.
(10)	The Oriental Seminary	.. .. Hindu gentlemen
(11)	The Anglo-Persian Department of the Madrassa	Government

The distribution of 6,543 scholars in the Calcutta schools under the management of Government, of the two Scotch missionary societies, of other Christian bodies, and of native gentlemen, varies between the two limits of 2,337 in the schools under native gentlemen, and 1,181 in schools under Christian bodies. I disapprove of the practice of comparing the passed students with the number of candidates sent up, for in some native schools the master is not a free agent, and the University is the authority to judge of the proficiency of pupils, not their head-master. Hence it is much better, in judging of the character of the instruction in a school, to compare the number of successful Entrance candidates with the number on the rolls. This has been done in the above table, and shows that the ratio was in—

Government schools	.. ..	1 in 21
The two Scotch schools	.. ..	1 „ 60
Other Christian schools	.. ..	1 „ 18
Hindu schools	.. ..	1 „ 60

If instead of classifying the schools by management, we take individual schools, we find that the ratio of passed students to the number on the roll is in the following order:—

Hare School	...	1 in 15
Hindu School	...	1 „ 17
La Martiniere	...	1 „ 21
Sanskrit Collegiate School	...	1 „ 29
Bergal Academy	...	1 „ 32
Metropolitan College	...	1 „ 44
St. Xavier's Collegiate School	...	1 „ 47
Anglo-Persian Department of the Madrassa	...	1 „ 53
Doveton College	...	1 „ 59
General Assembly's Institution	...	1 „ 59
Oriental Seminary	...	1 „ 59
Free Church Institution	...	1 „ 61

This list shows that the great institutions with more than 700 pupils, such as the Metropolitan College and the two Scotch schools are, with reference to other schools, larger proportionally in their lower classes. Their Entrance and preparatory classes are indeed large, but in proportion to total numbers, not so great as in the Hindu and Hare Schools, in La Martiniere and in the Sanskrit Collegiate School.

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The Calcutta Free School is not a higher class school at all. It sends its pupil teachers only to the examination.

The Calcutta Boys' school is situated really in the 24-Pergunnahs, and ought perhaps to be included in the schools of the Presidency division. There is constant trouble about the schools situated just on the east of the Maharatta Ditch. They are intended for the wants of Calcutta, but geographically lie in the 24-Pergunnahs. Their managers wish to remain in connection with Calcutta. Similarly in the zenana agencies, a teacher will find half her work in Calcutta and half in the 24-Pergunnahs, having six houses on the west and six on the east of the Circular Road.

MIDDLE ENGLISH SCHOOLS.—The middle English schools of Calcutta managed or aided by Government are the Colinga School for Mussulmans, the self-supporting English school in connection with the Government Normal school and attended by Hindus though open to all, the Free School, the Benevolent Institution, and St. Stephen's School at Coolie Bazar, all three aided schools for Christians, but the Benevolent admits Hindus and others.

The unaided English schools are thirteen in number; two of the largest are the Roman Catholic Male Orphanage at Moorgilhatta, and St. Joseph's Day School at Bow-Bazar.

MIDDLE VERNAULAR.—The five principal vernacular schools are the Government pathshalas in connection with the Normal school, containing on the 31st March last 189 pupils, and four large aided Hindu schools containing 1,233 boys.

Unaided vernacular schools in Calcutta have received hitherto but little attention from Government. Now that a Deputy Inspector has been appointed they will be visited, and if possible induced to aspire to greater efficiency. The two primary aided schools are Miss Carpenter's ragged school, now managed by the Revd C. H. A. Dall, and the Foundling Asylum for Girls. The Foundling Asylum is distinguished by the vast quantity of work it turns out. Seven or eight treadle sewing machines are kept in almost constant use. Very young girls by practice become able to manage delicate and complicated instruments. This proficiency is occasionally acquired at a sacrifice of a useful knowledge of reading and writing.

The following are the principal girls' schools —

<i>Under Government.</i>				No. of pupils
The Bethune School for Hindu girls	..	..	..	85
<i>Under Missionary bodies.</i>				
Free Church Orphanage—(aided)	..	..	..	18
Calcutta Hindu Girls'	..	..	..	40
„ Dall's Hindu Girls'	..	..	..	56
Dr. Duff's Female School	..	..	..	80
Chorebagan School	..	..	..	13
Calcutta Upper Orphanage	..	..	..	21
„ Lower „	..	..	..	20
<i>Under other Christian bodies.</i>				
Benevolent Institution	..	..	..	106
Calcutta Girls'	..	..	..	56
Free School	..	..	..	116
European Female Orphan Asylum	..	..	..	61
Bow Bazar Girls'	..	..	..	173
St. Stephen's Girls'	..	..	..	14
Calcutta Central School	..	..	..	62
Syam Bazar	..	..	..	30
<i>Unaided Institutions.</i>				
The Loretto House, Chowringhee	..	..	..	117
The Young Ladies' Institution	..	..	..	90
La Martiniere for Girls	..	..	..	110
The Loretto at Moorgilhatta	..	..	..	70

The local orphanages at Entally are in the district of the 24-Pergunnahs.
The finances of the aided and Government schools are shown in the following table.

Reports of Inspectors of Schools.

Annual Return of Schools in Calcutta for the year ending the 31st March 1873.

DESCRIPTION AND MANAGEMENT OF INSTITUTION.	Number of Institutions.	NUMBER OF PUPILS ON THE ROLL.				PUPILS LEARNING				RECEIPTS.				EXPENDITURE.		COST OF EDUCATING EACH PUPIL.	
		Boys.		Girls.		Boys.		Girls.		From Government.		From fees and other sources.		Total.		Cost to Government.	Total cost.
		Number of pupils in average monthly attendance.	Number of pupils in average monthly attendance.	Number of pupils in average monthly attendance.	Number of pupils in average monthly attendance.	At the first month of the year.	At the end of the year.	At the first month of the year.	At the end of the year.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.			Rs.	A. P.
A.—Government Institutions.																	
Schools for boys—																	
Higher	4	1,175	1,105	2,729	1,859	1,731	1,453	591	201	6,072	4 3	23,913	0 0	33,733	8 0	74,137	19 0
Middle	1	175	175	375	121	163	332	93	93	2,400	0 0	2,514	0 0	4,914	0 0	1,810	2 5
Vernacular	1	480	573	337	257	611	113	480	113	2,924	0 0	4,765	12 0	7,689	12 0	7,689	12 0
Schools for girls—																	
Normal	1	87	85	63	95	77	58	87	58	9,552	0 0	1,571	8 0	11,123	8 0	9,428	5 0
For Masters, Vernacular	1	9	84	58	175	193	90	90	90	9,072	0 0	4,12	0 0	13,194	0 0	7,314	0 0
Total for Government Schools	7	2,075	2,217	4,057	2,725	3,221	2,123	819	313	31,194	3 3	48,375	15 0	1,15,272	9 0	1,00,539	4 3
B.—Schools aided under the grant-in-aid system.																	
Schools for boys—																	
Missionary	5	426	383	531	463	1,082	436	175	175	9,927	0 0	2,351	12 0	12,278	12 0	21,024	14 3
Middle	1	123	123	293	278	212	212	123	123	1,872	0 0	8,465	2 0	10,337	2 0	12,300	8 0
Lower Vernacular under other Christians	2	180	182	140	181	974	25	180	180	1,725	0 0	1,275	0 0	3,000	0 0	2,771	0 0
Schools for girls—																	
European and other foreign races	6	576	577	430	400	1,066	576	576	576	12,001	8 0	3,677	4 0	15,678	12 0	27,297	8 5
Under missionary bodies.	7	508	811	231	2,767	298	190	398	190	3,120	0 0	2,574	0 0	5,694	0 0	11,758	6 9
Under other Christians	2	92	94	51	51	92	92	92	92	768	0 0	768	0 0	1,536	0 0	2,004	0 0
Under native managers.	77	1,766	1,770	773	676	773	396	1,684	396	15,024	0 0	4,197	4 0	19,221	4 0	52,513	9 11
Zemindari zemindars.	92	2,772	2,577	773	676	773	396	1,684	396	31,213	8 0	10,061	3 0	41,274	11 0	82,808	4 10
Total	104	4,643	4,384	2,214	2,214	8,299	1,473	3,519	758	47,052	5 3	22,551	1 6	1,40,650	11 3	1,40,650	11 3
Normal Schools.																	
Under missionary bodies.	1	5	5	80	178	5	5	5	5	2,660	0 0	30	0 0	2,690	0 0	1,064	0 0
Under other Christians	1	11	12	12	15	11	11	11	11	1,929	0 0	1,030	0 0	2,959	0 0	7,729	0 0
Under native managers.	1	30	27	14	300	190	30	30	30	2,000	0 0	1,200	5 5	3,200	5 5	2,598	10 48
Total	3	4	4	106	303	26	26	26	26	6,589	0 0	1,260	5 5	7,849	5 5	11,421	10 10
Total for grant-in-aid Schools	107	4,648	4,394	2,224	2,219	8,325	1,473	3,549	784	47,522	5 3	23,811	1 6	1,40,650	11 3	1,40,650	11 3

Reports of Inspectors of Schools.

THE BETHUNE SCHOOL.—The Bethune School was established by the Hon'ble Drinkwater Bethune, Legislative Member of the Supreme Council, on the 7th May 1849, under the name of the "Victoria Hindu Female School." He died on the 11th August 1851, and in the month following the school entered the beautiful building which he had munificently erected for it. On Mr Bethune's death, the Governor-General, Lord Dalhousie, undertook the expenses of the institution, and between October 1851 and February 1856 contributed no less a sum than Rs. 31,978-4-3. This princely liberality has never been duly recognized. I hope that a marble tablet may be placed in the hall to commemorate this munificent gift. On the other side of Cornwallis Square is a marble tablet notifying the contribution of Rs. 20,000 to the Central School by Rajah Buddinath Roy. The far greater liberality of Lord Dalhousie ought not to be forgotten.

NORMAL SCHOOLS.—The Normal Schools of Calcutta are four in number: one for male teachers, and three for female teachers. The Government Normal School for male teachers contained on 31st March last 90 students, whose total cost to Government was Rs. 7,272, or Rs. 86-9-2 for each pupil, taking the monthly average attendance. The head-master, Baboo Gopal Chandra Banerjee, has written in Bengali several excellent books, which he prints at his own press. I should be glad if the advice given in his book on the art of teaching was more generally observed by the masters of the two practising schools under his charge.

The head-master of the Calcutta Normal School points out that the Calcutta School has the smallest assistance of the four schools at Dacca, Patna, Hooghly, and Calcutta, and that it is in consequence the least able to bear reduction. A lecturer on science and chemistry is paid from the fees of the pathshala or practising school a salary of Rs. 120 a month, with Rs. 10 for a skilled servant and Rs. 25 for the purchase of apparatus and chemicals. This is a heavy tax on the resources of the school. But the Normal School has no fund of its own to meet the charge.

The Government Normal School and the English and Bengali practising schools have to defray between them the rent of the school building, amounting to Rs. 3,600 a year. This is a very heavy outgoing, and one from which other Government schools are free. Were this sum saved, the receipts of both the practising schools would far exceed the expenditure, and, like the Hindu and Hare Schools, leave a large balance of profit.

The Normal School for female teachers are all aided. They are the Normal School of the Ladies' Society for Christian Instruction, the Free Church Normal School, and that connected with the Brahmo Samaj. The Government Normal School for female teachers attached to the Bethune School was closed by order of His Honor the Lieutenant-Governor of Bengal in 1871, as it was attended by only four pupils. The Lady Superintendent considered it wrong to give to adult females instruction without religion, and it is needless to say that the school could not succeed when its conscientious head considered success to be such. It is unfortunate that the scruples were not felt and avowed before the appointment was accepted.

The Normal School for Christian female teachers, European and Eurasian, is held in the house of the Central School, for the building of which the Rajah Buddinath Roy subscribed 20,000 sicca rupees, and of which Lady Anherst was the first Patroness. The Normal School was incorporated with the Central School some 16 years ago, and has since been conducted by a series of nine lady superintendents, sent successively from England. All of them, except one who returned home in ill health, were appreciated for their many excellent qualities by others besides their Committee, and in consequence they successively resigned the post on marriage. The society which sent out these well selected ladies has been irreverently called "The Bachelors' Aid Society." There are in the school 11 pupils being trained as teachers. The duty of visiting zenanas has of late years been combined with the work of the Normal School. Different superintendents have given more or less prominence to either branch of their work, according to their natural bent of mind. Miss Harding, the present superintendent, has thrown her chief energies into zenana work. Here, as Government Inspector, I cannot test her success, but my wife has visited many of the houses taught by Miss Harding and is earnest in her praise. She is deeply impressed with Miss Harding's devotion to her work. The zenanas are regularly visited in the scorching heat and drenching rain, for Miss Harding, from absorbing interest in her charge, seems not to mind the heat, which keeps other ladies to their houses, nor the rain, which is unpleasant to all, and makes the narrow street of the native town difficult, if not dangerous, to traverse. Miss Harding, moreover, takes great interest in her Normal School pupils, and has won their affection in a remarkable manner. The satisfaction they have given to their employers is the best proof of the efficiency of her instruction and supervision in the Normal School. One remarkable feature in Miss Harding is her self-depreciation. Whatever does not go on quite so well as the rest is sure to be the point to which she draws attention. I am, however, bound to say that on my visits, without giving notice, I have found the rooms scrupulously neat, the girls contented and happy, and the house arrangements very good. As Inspector of Schools, it is so great a luxury to meet with self-depreciation on the part of a teacher, that I consider it my bounden

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duty to express in this case my own opinion. Those who fear that they do not rise to their own high standard of excellence, are just the teachers to give most satisfaction to the parents of the children committed to their charge, to the public at large, and to the Government that aids their work.

Though Miss Harding succeeds several admirable ladies, yet in one respect she is superior to them all. She has acquired the vernacular language so fully that she has written two little books in Bengali. If Government should see fit to establish the appointment of a Lady Inspector for the increasing work of zenana instruction, Miss Harding's name is one of the three which I should submit to the Director of Public Instruction as qualified for the post. Miss Harding is connected with India, being the niece of Lady Keith, and the great niece of Mrs. Ellerton, "the mother of Calcutta."

The Brahmo Somaj Normal School is in a flourishing state, and was visited in the month of April last by the Governor-General and Miss Baring. Miss Milman and several other ladies were all much pleased with the short, but satisfactory, examination which preceded the distribution of prizes. Mrs. Woodrow, who had attended two successive examinations, was of opinion that much progress had been made in the year. The Lady Superintendent of the school is Mrs. Wince, who some years ago was one of the pupils of the Normal School above mentioned. An yearly grant of Rs. 2,000 was first given to the school on the 9th August 1872, subject to the condition of its being met by Rs. 2,000 from private contributions. The number of pupils on the 31st March last was 30, and the cost to Government of each was Rs. 48-1-11, and the total cost was Rs. 96-3-11. On the 30th August 1872 an yearly grant of Rs. 200 was given to the Normal School in connection with the Free Church of Scotland, on condition of its being met by Rs. 200 from private sources. The school is at present held in Entally, but a new school-house is being erected near Cornwallis Square with a grant from Government for the female schools in connection with the Free Church Mission. The correspondence about the grant did not pass through the Education Department. The building is erected by contributions of people in Scotland, and is the result of the labour of Dr. Duff and of Dr. and Mrs. Murray Mitchell in the cause of native female education in Bengal.

The broad sheet.—The unaided schools did not trouble themselves generally to fill up these statements. Hence the Government and aided schools furnish the statistics on which observations may be made. The attendance at Calcutta boys' schools is more regular than in the country. In the higher schools about one in six is absent, which is a great advance on the one in four of country schools.

The average age in the higher schools is 13.89 years. As some boys in these schools are six or seven years old, they must be balanced by some above 20 years of age in order to give so high an average. Of the 1,566 pupils studying in the four higher schools, 1,531 learned English, 1,183 Bengali, 591 Sanskrit, 213 Hindustani, 261 Persian, 15 Arabic, and 1 Latin. In the zenana agencies, out of 2,752 students, 309 learned English, and 1,686 Bengali. I do not know how to explain the difference of 757 pupils, who seem by the returns to learn only needle-work. The ladies of the zenanas objected to tell their ages.

The total Government expenditure excluding the building grant to the Free Church Normal and Female Schools, of which no information was given to my office, was Rs. 91,004, the assignment being Rs. 1,43,731. The Hindu and Mahr Schools have large assignments, of which nothing is drawn, as they are self-supporting. It is impossible to state satisfactorily the average cost to Government of boys in the four Government schools, as two cost nothing, and the other two are expensive.

Fifteen schools for girls, containing 956 pupils, received from Government Rs. 15,889, their total expenditure being Rs. 1,10,554, and zenana agencies with 1,796 students received from Government Rs. 23,500, and spent in all Rs. 52,513, so that Government contributed only a little more than one fourth part of the expenditure. In the accompanying extracts from the report of Balu Mahendra Nath Roy, the Deputy Inspector of Calcutta, the statements of progress, race and creed and social position, are discussed.

Extracts from the Report of the Deputy Inspector of Schools, Calcutta, Baboo Mahendra Nath Roy.

PROGRESS STATEMENT.—In the 18 higher English schools we find 1,164 in the first stage, 3,385 in the middle, 1,840 in the elementary stage. Of these 1,840 pupils, 1,518 belong to the column of the elementary stage, and 122 in the second stage, and 848 pupils have not been returned at all.

In the 18 middle English schools we have only 13 pupils in the first stage, 459 in the middle stage, and 1,168 in the third stage; of whom 300 are in the column of "cannot read," and 568 have not been returned at all.

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In the nine middle Vernacular schools we have 248 pupils in the middle, 882 in column I of the last stage, 592 in column II thereof, and 299 are not returned.

The 186 pupils of the two lower schools have been thus placed, 69 in the middle, 69 in column I of the third stage, and 48 in column II thereof.

In the girls' schools and zenanas we find 9 in the first stage, 700 in the middle, and 1,176 in the third stage, column I, and 1,017 in column II of it, and 342 have not been returned.

In the four Normal Schools we have 50 pupils in the highest stage, 56 in the middle stage, and 30 in the lowest. We have received no returns of the 4,413 pupils of the 110 unaided pathshalas, but we must assume them to belong to the primary stage. The first stage represents those who have gone up to the Entrance course of the Calcutta University. The middle stage represents pupils who are generally four years in the school and read the course prescribed for a higher school third class. The elementary stage consists of two columns: the first column containing those who can read and write and understand easy sentence in their mother tongue, and column II contains those pupils who cannot read, write, and understand such sentences.

The following table will show at a glance the different stages of instruction in which pupils of the several schools were at the end of the year—

	Total Pupils	Elementary Stage		Middle Stage		Primary Stage				Unreturned
		I	Col.	I	Col.	Hindustani		English		
						Boys	Girls	Boys	Girls	
Government	9	207	37	1	1	0		1	1	
Aided	101	403	1	1	2	7	111	6	17	
Unaided	37	774	81	1	1	1			7	27
Total by the 1	11	1113								444
Total		1113	1	11	12	1	111	11	103	447

If we assume the unaided pupils to belong to the primary stage, we have then 11,355 pupils out of 19,413 or 58.5 per cent. to belong to the primary stage.

CREED AND CASTE OF PUPILS.—Before discussing the creed and caste table, it is necessary to state that the totals of Hindus and Muslims, &c., in the different columns of this and the social position table do not always tally in consequence of several unaided schools that furnished this sheet with one return omitting to send the other. In the table of creed and caste we see that Brahmins, Kayasthas, and Navasaks, compose the largest number of pupils amongst the Hindus. In the 18 higher class schools, out of 687, the total number of pupils 1,156 were Brahmins, 60 Khettris, 22 Vaidyas, 1,715 Kayasthas, 785 Navasaks, 80 Kambaitis, 66 Sonubharmas, 17 others above the lowest, 8 Uryas, 2 Beharis, 1 North-Western man, 1 Assamese. Of the 17 Muslims attending these higher class schools, 19 only, or 11.1 per cent. were Shias, and 108, or 95.5 per cent. were Sunnis. The total number of Christians was 192 of whom 192 were Protestants and 260 Roman Catholics. Forty-six pupils were entered in the column of others, and 1,180 pupils in orphanages have not been returned at all.

In the middle English schools of Calcutta we find the number of Christians larger than that of any other creed. The total number was 1,154, of whom 655 were Protestants and 499 Roman Catholics. The number of Hindus studying in these schools was only 365, of whom 76 were Brahmins, 9 Khettris, 15 Vaidyas, 101 Kayasthas, 93 Navasaks, 5 Kambaitis, 57 Sonubharmas, 6 others above lowest, 2 Uryas, 22 North-Western people. There were 110 Muslims, of whom 6 were Shias, 104 Sunnis, 11 others; 568 pupils were not returned.

In the nine middle vernacular schools the total number of pupils was 2,021, all of them were Hindus, and were divided as follows—391 Brahmins, 17 Khettris, 55 Vaidyas, 382 Kayasthas, 385 Navasaks, 21 Kambaitis, 381 Sonubharmas, 106 others above lowest, 2 Doms, 1 Bhutia, 7 Beharis, 1 Assamese, 299 unreturned; total 2,021.

The creed and caste of the 186 pupils of the two aided lower class schools were as follows—9 Brahmins, 8 Kayasthas, 38 Navasaks, 16 Kambaitis, 13 Sonubharmas, 21 others above lowest, 2 Doms, 18 Muslims, all of whom were Sunnis; 61 Christians, all Protestants.

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Of the 1,740 Hindu pupils attending the 99 girls' schools, 324 were Brahmins, 173 Khettris, 98 Vaidyas, 319 Kaiyasthas, 175 Navasaks, 14 Kaibartas, 243 Sonarbanias, 314 Others above lowest, 965 Christians, of whom 610 were Protestants and 325 Roman Catholics; 405 belonging to others, 134 pupils not returned.

In the Government Normal School at Calcutta there were 90 pupils, of whom 89 were Hindus and 1 was a Musulman, a Sunni. These 89 Hindus were divided as follows:—59 Brahmins, 1 Khettri, 5 Vaidyas, 20 Kaiyasthas, 3 Navasaks, 1 Sonarbania.

The creed and caste of the 46 pupils in the three aided Normal Schools is given below:—

16 Protestant Christians attending the two Missionary Normal Schools.

30 Brahmists attending the Hindu Female Normal School.

Grouping together all classes and kinds of schools in Calcutta, we find the number as given in the following table:—

Hindus	..	9,150, or 17·7 per cent.
Musulmans	..	556, or 2·6 „
Christians	..	2,618, or 13·5 „
Others	..	492, or 2·4 „
Unreturned	..	6,599, or 33·8 „

The particulars will be found in the following table:—

	Number of Schools	Number of Pupils	Hindus	Musul- mans	Christians	Others	Unreturned.
Higher Class English	18	7,139	5,127	127	152	46	1,185
Middle English	18	2,208	365	110	1,154	11	508
Middle Vernacular	9	2,021	1,722	...	...	...	299
Lower Vernacular	2	186	107	18	61	...	..
Girls'	99	3,214	1,710	...	965	105	134
Normal	4	136	69	1	16	30	..
Unaided pathsalas	110	4,113	...	...	...	...	4,113
Total	260	19,115	9,150	556	2,618	492	6,599

CREED AND CASTE OF TEACHERS—The total number of teachers in all the Government and aided schools was at the end of the year 318, of whom 166 were Hindus, 17 Musulmans, 131 Christians, and 40 others. Amongst the 166 Hindus, we find, as in the case of the pupils, the largest number consisting of Brahmins, Kaiyasthas and Navasaks: they are shown thus:—100 Brahmins, 5 Khettris, 8 Vaidyas, 38 Kaiyasthas, 10 Navasaks, 5 Sonarbanias. The 17 Musulman teachers were all Sunnis, and of the 131 Christian teachers, 118 were Protestants, and 13 Roman Catholics. St. Xavier's Collegiate School is not here included, since it is not an aided school.

In the 37 unaided schools the total number of teachers was 301, of whom 127 were Hindus, 2 Musulmans, and 94 Christians; 11 others and 70 teachers not returned at all. The total number of teachers of the 110 unaided pathsalas were 110, but the creed and caste of all of them could not be ascertained, as no returns were received from them save that of the number of pupils and names of gurus. Moreover the returns wanted by the department are so complicated that we dare not ask the teachers, with whom we have no connection, to take the trouble of filling them up, unless the department would choose to substitute a simpler (*i.e.*, not frightening) form for these lower class pathsalas. We have then in Calcutta 260 schools known to the department, taught by 732 teachers, of whom 385 were Hindus, 19 Musulmans, 225 Christians; 15 others and 88 not returned. The percentage being 52·5 Hindus, 2·5 per cent. Musulmans, 30·8 per cent. Christians, 2·1 others, and 12·1 not returned. The 385 Hindus were divided thus:—216 Brahmins, 8 Khettris, 11 Vaidyas, 108 Kaiyasthas, 31 Navasaks, 3 Kaibartas, 8 Sonarbanias.

Of the 19 Mahomedan teachers, all were Sunnis; of the 225 Christians, 173 were Protestants and 52 Roman Catholics. The 15 others were all progressive Brahmans. From the above statement it is clear that the Musulman community supplies the smallest number of teachers.

Reports of Inspectors of Schools.

The following list will show at a glance the number of teachers of different creeds in the several sorts of schools in Calcutta:—

SCHOOLS	No of Schools	No of Teachers	Hindus.	Musul- mans	Christians	Others	Un- returned
Higher English	18	267	191	11	42	11	9
Middle English	18	92	11	6	41		34
Middle Vernacular	9	77	56	..	1	..	20
Lower Vernacular	2	10	1	1	5		0
Girls' with Zenana	99	162	23		131	..	6
Normal	1	11	5	1	1	4	0
Unaided Pathshalas	110	110	92				18
Total	261	732	385	19	225	15	88
Percentage			52.5	2.5	30.8	2.1	12.1

SOCIAL POSITION—In the higher schools of all classes, Government, aided, and unaided, there were 7,237 pupils, of whom 5,657 were Hindus, 143 Mahomedans, 162 Christians, 46, other races, and 179 pupils of unascertained parentage, and 120 not returned. The percentage being 78.6 Hindus, 6.2 Muhammadans, 6.1 Christians, 2 others, 2.6 of unascertained parentage, and 5.9 not returned.

The social position table has been divided into four columns, consisting of upper, middle, and lower class, and the last one of unascertained parentage. The pupils belonging to the upper classes attending the higher schools of Calcutta were 353; of these 320, or nine-tenths of the whole, were Hindus, 9 were Musulmans, 18 Christians, and 6 belong to other castes.

The number of pupils of the middle classes of society that attended these higher class schools was 5,855, of whom 5,006 were Hindus, 395 Musulmans, 111 Christians, and 10 others. The pupils of the lower classes were 100, of whom 361 were Hindus and 39 Musulmans. From the above it appears that the middle classes of society contribute by far the largest number of pupils of our higher and middle schools. The 18 middle English schools with 2,008 pupils were attended by only 41 Hindus from the upper classes, and by 1,059 pupils of the middle ranks of society, of whom 283 were Hindus, 19 Musulmans, 757 Christians, and 1 of some other caste. The total number of lower class pupils was 317, of whom 10 were Hindus, 90 Muhammadans, 210 Christians, and 7 others. There were in the column of unascertained parentage 31 Hindus, 1 Musulman, 187 Christians, and 3 others, and 565 pupils have not been returned at all.

There were nine middle Vernacular schools at the end of the year containing 2,021 pupils, of these nine schools, one was a Government school, four aided, and four unaided schools. There were no Musulman pupils attending these Vernacular schools. The pupils have thus been returned in the social position:—

Upper classes	..	..	..	..	..	62
Middle classes	..	..	..	..	..	1,371
Lower classes	..	..	..	..	..	279
Unknown parentage	..	..	..	..	..	10
Not returned	..	..	..	..	..	299

All of the 186 pupils of the two aided lower class schools in Calcutta belonged to the lower class of society. Of these 107 were Hindus, 15 Musulmans, and 61 Christians¹ who were on the rolls of the schools have been returned as of unascertained parentage.

The 99 girls' schools with 3,214 pupils in the books of this office have thus been classed. These pupils have been placed in the social position table this way.

			Upper	Middle.	Lower	Total
Hindus	...	...	107	1,369	129	1,605
Musulmans	...	...	...	...	...	..
Christians	...	...	8	533	137	678
Others...	...	...	...	46	12	58
		Hindus	Musulmans.	Christians	Others	Total.
Parentage not known	...	135	.....	261	373	769
Parentage not returned	...	...	...	...	134	...

Presidency Division—Calcutta.

In the social position returns of these girls' schools we do not find the entry of a single Musulman girl. This is the best proof that the Muhammadans still maintain with obstinacy their old custom of not permitting the face or body of their girls to be seen by any one beyond the family.

In the four Normal Schools at Calcutta there were at the end of the year 90 pupils in the Government Normal School, of whom 88 were Hindus, 1 a Musulman, and 1 a Hindu of unknown parentage.

The three aided Normal Schools contained only 16 pupils, of whom 9 were Christians, 30 others, 10 Brahmos of the progressive class, and 7 Christians of unascertained parentage. Of the 9 Christians, 8 belonged to the middle and 1 to the lower class of society.

The following synopsis of the social position table will show at a glance the different classes of society amongst Hindus, Musulmans, Christians, that attended the Government aided and unaided schools in Calcutta :-

SCHOOLS	No of Schools	No of Pupils	HINDUS				MUSULMANS				CHRISTIANS				OTHERS				Total	Hus	Musulmans	Christians	Others
			Upper	Middle	Lower	Total	Upper	Middle	Lower	Total	Upper	Middle	Lower	Total	Upper	Middle	Lower	Total					
Government	9	2,075	279	1,768	105	2,150	5	71	96	172				3				2					15
Aided	101	1,613	107	2,440	121	2,868			21	21	5	481	273	768	30	19		39	132	1		428	376
Unaided	37	7,714	111	1,008	663	1,555	4	41	30	75	21	1		69	131	6	85		91	173			88
Pathshalas	110	4,413																					
Total	200	19,115		8,116	887	9,533	9	41	147	571	26	1,712	318	2,116	6	117	11	142	366	1		416	576

Thus we find that exclusive of 4,413 pupils attending the 110 unaided pathshalas in Calcutta, we have 15,032 pupils in the several kinds of schools. Of these, 9,533 were Hindus, 571 Musulmans, 2,116 Christians, 142 others, 1,249 unascertained parentage, 1,121 not returned. The percentages being 63.43 Hindus, 3.71 Musulmans, 14.05 Christians, .96 others, 8.33 parentage unknown, and 9.46 unreturned.

Reports of Inspectors of Schools.

Return of Schools in Calcutta, 1872-73.

DESCRIPTION OF SCHOOLS.	No. of School.	No. of pupils on the 31st March 1873.	Government grant during the year.	RECEIPTS.				Expenditure.
				From Government.	From Local Funds.		Total.	
					Fees, fines.	Other local sources.		
<i>Higher Schools.</i>								
Government	4	1,566	Rs. A. P. 69,723 4 3	Rs. A. P. 26,341 0 6	Rs. A. P. 53,733 8 9	.. .. .	Rs. A. P. 80,074 9 3	Rs. A. P. 74,457 13 6
Aided .. .. .	..	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Unaided	† 14	5,671	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Total	18	7,237	69,723 4 3	26,341 0 6	53,733 8 9	.. .. .	80,074 9 3	74,457 13 6
<i>Middle English.</i>								
Government	2	445	2,400 0 0	2,290 5 3	8,523 6 3	.. .. .	10,822 11 6	10,819 2 3
Aided	3	426	9,327 0 0	9,327 0 0	2,251 12 0	8,936 7 10	20,515 8 10	21,024 14 3
Unaided	13†	1,337	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Total	18	2,208	11,727 0 0	11,626 5 3	10,775 2 3	8,936 7 10	31,337 15 4	31,844 0 6
<i>Middle Vernacular.</i>								
Government	1	489	2,924 0 0	2,924 0 0	4,705 12 0	.. .. .	7,629 12 0	7,629 12 0
Aided	4	1,233	1,872 0 0	2,027 8 0	8,165 2 6	1,876 14 0	12,869 8 6	12,322 12 8
Unaided	4	296¶	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Total	9	2,021	1,796 0 0	1,951 8 0	13,170 14 6	1,876 14 0	19,999 4 6	19,952 8 8
<i>Lower Vernacular.</i>								
Government .. .. .	.....	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Aided	2	186	1,728 0 0	1,255 0 0	.. .. .	1,516 0 0	2,771 0 0	2,771 0 0
<i>Girls'.</i>								
Government	1	85	9,252 0 0	7,658 0 6	1,371 8 0	390 0 0	9,428 8 6	9,428 8 6
Aided	15	956	15,889 8 0	15,343 8 0	5,893 15 0	19,522 3 2	41,059 10 2	40,354 10 11
Unaided	6§	407	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
<i>Zanana.</i>								
Agencies aided	77	1,796	15,624 0 0	13,880 0 0	4,197 4 0	34,436 5 11	52,513 9 11	52,513 9 11
Total	99	3,244	40,765 5 0	36,884 8 6	11,162 11 0	54,637 9 1	108,001 12 7	102,296 13 4
<i>Normal Schools.</i>								
Government	1	90	9,072 0 6	7,272 4 0	41 12 0	.. .. .	7,314 0 0	7,314 0 0
For masters... { Aided .. .. .	..	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Unaided .. .. .	..	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
For mistresses... { Government .. .. .	..	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Aided	3	46	5,900 0 0	3,219 5 5	1,743 0 0	6,459 5 5	11,421 10 10	11,421 10 10
Unaided .. .. .	..	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Total	4	136	4,972 0 0	10,491 9 5	1,784 12 0	6,459 5 5	18,735 10 10	18,785 10 10
Total of Government	9	2,675	93,371 4 3	40,491 10 3	68,375 15 0	390 0 0	115,269 9 3	100,649 4 3
Aided	104	4,643	50,360 8 0	45,052 5 5	22,551 1 6	73,047 4 4	140,050 11 3	140,408 10 7
Total Unaided	37	7,714	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Grand Total	150	15,032	143,731 12 3	91,546 15 8	90,927 0 6	73,446 4 4	255,920 4 6	250,057 14 10
Pathshalas	*110	4,413	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
.. .. .	260	19,445	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .

* More pathshalas could be collected if there had been time for so doing.

† Of these fourteen schools, twelve schools, with 5,251 pupils, have given three returns, viz. social position, creed and caste of pupils and teachers, and class instruction.

‡ Of these eight schools with 709 pupils have given the above returns.

¶ Have given no returns, but the number of pupils and teachers.

§ Of these four schools with 273 pupils have given the three returns wanted.

|| Of these, three are purely Hindu pathshalas, attended by 94 pupils at Barabari under Hindustani gurus.

*Presidency Division—Calcutta.**Class Instruction, Calcutta, 1872-73.*

DESCRIPTION OF SCHOOLS.	Number of Schools.	Number of pupils 31st March.	1		2		3				Unreturned.
			Boys.	Girls.	Boys.	Girls.	I.		II.		
							Boys.	Girls.	Boys.	Girls.	
HIGHER CLASS.											
Government	4	1,560	352	.....	909	...	209	...	96	.....	...
Unaided	14	5,071	812	...	2,476	..	1,209	.....	326	...	848
Total ..	18	7,237	1,164	.....	3,385	...	1,418	...	422	.....	848
MIDDLE ENGLISH.											
Government	2	445	..	.....	164	.....	265	...	16	...	...
Aided	3	426	13	.....	37	.....	283	...	93	...	..
Unaided	13	1,337	.....	...	254	4	301	19	181	10	568
Total .	18	2,208	13	...	455	4	849	19	290	10	568
MIDDLE VERNACULAR.											
Government	1	489	.....	.....	83	.....	306	.....	100	...	..
Aided	4	1,233	..	.....	165	...	576	.....	492	...	..
Unaided	4	299	..	.....	...	...	...	...	...	...	299
Total ..	9	2,021	...	...	248	.....	882	...	592	.....	299
LOWER VERNACULAR.											
Aided	2	186	.....	.....	69	.....	69	...	48	.....	...
GIRLS' SCHOOLS.											
Government	1	85	.....	.....	...	4	.....	50	.....	31	..
Aided	1	956	...	5	...	205	.....	420	.....	317	...
Unaided	6	407	.....	4	...	6	.....	38	.....	17	312
Aided Benaras	77	1,706	...	...	...	485	.....	650	.....	652	...
Total ...	99	3,244	.....	9	.....	700	.....	1,176	.....	1,017	342
NORMAL SCHOOLS FOR MASTERS.											
Government	1	90	45	.....	45	.....	.....	.....	...	...	...
NORMAL SCHOOLS FOR MISTRESSES.											
Aided	3	46	...	5	.....	11	.....	24	...	6	...
Unaided Pathshalas	110	4,413	...	...	...	.....	.....	.....	.....	.....	4,413
Total of Government	9	2,675	397	.....	1,201	4	780	50	219	31	...
Total of Aided	104	4,643	13	10	271	701	929	1,112	675	975	...
Total of Unaided	37	7,714	812	4	2,730	10	1,510	57	567	27	2,057
Unaided Pathshalas	110	4,413	.....	.....	...	.....	...	...	...	...	4,413
GRAND TOTAL	200	19,145	1,222	14	4,202	715	3,218	1,219	1,352	1,033	6,470

Reports of Inspectors of Schools.

Card and Cash Tabl^e, *Payls of Schools in Calcutta—1872-73.*

CLASS OF SCHOOLS	HINDUS										MUSLIMANS				CHRISTIANS				REMARKS
	Total number of pupils	Brahmins	Kshatriyas	Vaidyas	Kushikas	Vaisnavas	Kshatriyas	Scudras	Others	Untouchables	Shuras	Shuras	Shuras	Shuras	Protestants	Catholics	Others	Unlimited	
Higher Class																			
Government Unaided	4 1/4	5	10	6	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Total	14	10	20	16	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Middle English																			
Government Aided	45	75	5	14	98	92	8	5	5	5	5	5	5	5	5	5	5	5	
Unaided	42	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	87	76	6	15	99	93	9	6	6	6	6	6	6	6	6	6	6	6	
Middle Vernacular																			
Government Aided	15	6	1	3	14	1	1	1	1	1	1	1	1	1	1	1	1	1	
Unaided	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	19	7	2	4	15	2	2	2	2	2	2	2	2	2	2	2	2	2	
Lower Vernacular																			
Government Aided	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Unaided	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Girls' Schools																			
Government Aided	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Unaided	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Normal School for Masters																			
Government Aided	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Unaided	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Normal School for Mistresses																			
Government Aided	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Unaided	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Total of Government &c.	9	267	618	58	12	140	5	32	11	45	13	62	4	3	3	3	3	3	
Total of Aided	104	4643	582	173	110	304	126	140	1	1	4	18	27	40	231	1146	425	425	
Total Unaided	37	7714	1008	50	17	1355	1	11	141	1	5	44	17	1	85	1449	60	2146	
Pathalas	110	4413																	
GRAND TOTAL	260	10443	2278	256	405	1400	224	1301	12	4	1	10	1	1	154	1184	2648	412	6790

Of these 227—
 100 Natives
 125 Europeans
 60 Armenians
 2 Archdeans
 227

Of these 416—
 100 Natives
 111 Europeans
 100 Armenians
 2 Archdeans
 227

Of these 416—
 100 Natives
 111 Europeans
 100 Armenians
 2 Archdeans
 227

Of these 416—
 100 Natives
 111 Europeans
 100 Armenians
 2 Archdeans
 227

Of these 416—
 100 Natives
 111 Europeans
 100 Armenians
 2 Archdeans
 227

Of these 416—
 100 Natives
 111 Europeans
 100 Armenians
 2 Archdeans
 227

Presidency Division—Calcutta.

Cred and Caste Table, Teachers, Calcutta—1872-73.

DESCRIPTION OF SCHOOLS	Number of Schools	Number of Teachers	HINDUS							MUSLIMANS	CHRISTIANS			Others	Not returned
			Brahmins	Kshatriyas	Vaishyas	Kaithis	Naisaks	Kulorpiyas	Sutras		Total Hindus	Total Christians	Catholics			Total
Higher Class															
Government	4	79	3		2	23	6		2	68	9	2		2	
Unaided	11	188	70		1	30	11	2	2	126	2	35	5	40	9
Total	15	267	105		3	63	17	2	4	194	11	37	5	42	9
Middle English															
Government	2	16	4			1	2			10	6				
Aided	2	9									18	1	9		
Unaided	13	67	1							1		16	17	33	33
Total	15	92	5			4	2			11	6	24	18	42	33
Middle Vernacular															
Government	1	17	11		1	5	1			16				1	
Aided	1	10	32		3	1	1			40					
Unaided	1	20													20
Total	3	77	43		4	7	2			56				1	20
Lower Vernacular															
Aided	2	10	3			1				4	1	5	6	5	
Girls' Schools															
Government	1	4										4	4		
Aided	15	52	7		1					8	10	11	41		
Unaided	1	20									4	17	21		8
Aided Zaminas	77	77	1	5				3	1		154	98	62		
Total	94	163	15	5	1	1		3	2		168	120	124		8
Normal Schools for Masters															
Government	1	3			1					3					
Normal Schools for Mistresses															
Aided	3	11	2							2	1	4	4		
Unaided Pathshalas	110	110	15	3	2	30	10	1	1	92					98
Total of Government	9	119	52		4	30	9	2		97	15	7		7	
Aided	104	199	48	5	4	8	1	3		69	2	111	13	124	4
Unaided	37	304	71		1	10	11	2	2	127	2	55	59	94	70
Pathshalas	110	110	15	3	2	30	10	1	1	92					18
GRAND TOTAL	260	732	216	8	11	108	31	3	8	385	19	173	52	225	88

a. 1 Native, 3 Europeans, 3 Eurasians
b. 1 Native, 4 Europeans
c. 18 Natives, 15 Europeans, 7 Eurasians
d. 1 European, 2 Eurasians, 1 Armenian

e. 1 Native, 2 Europeans, and 1 Armenian.
f. 25 Natives, 9 Eurasians
g. 1 Ditto, 7 ditto
h. 2 Europeans, Eurasians

Chota Nagpore Division.

FROM THE REPORT OF MR. H. WOODROW, M.A., INSPECTOR OF SCHOOLS,
PRESIDENCY CIRCLE.

CHOTA NAGPORE DIVISION.

THE reports of the district committees of public instruction in the Chota Nagpore division are so full and so interesting, that it is impossible for me to improve upon them. I therefore shall generally confine myself to discussing some of the statistics which appear to me susceptible of fuller consideration than has been given to them in the reports. From the four district returns I have also compiled statistics for the whole division.

The Census Report of Chota Nagpore shows a population of 3,825,571 in an area of 43,901 square miles. Of this number the Tributary Mohals constitute 15,119 square miles, with a population of 405,980, and they are untouched by our educational operations.

The population, classed according to creed, age, and sex, is thus distributed. There are no Buddhists in Chota Nagpore, though it marches for 100 miles with Gya, the residence of the founder of Buddhism. In both districts the Brahmins exterminated those who differed from them in religious belief. Religious persecution, as is proved both in Europe and Asia, may realize its object when it is thorough,—when it spares neither man nor woman, infant nor suckling. Short of this it fails.

CREED	MALES		FEMALES		Total	Percentage on total population
	Not exceeding 12 years	Above 12 years	Not exceeding 12 years	Above 12 years		
Hindus	547,716	750,186	428,508	874,552	2,507,202	67.1
Musalmans	35,473	50,900	26,961	55,582	169,006	4.4
Christians	3,791	4,940	3,007	4,260	15,798	.4
Others	2,1724	304,430	201,577	330,744	1,074,475	28.1
Total	816,543	1,116,816	660,533	1,229,138	2,522,571	100.0
Percentage					Boys and girls	
Hindus	21.2	29.5	16.7	32.6	37.9	
Musalmans	21.0	30.1	16.0	32.9	37.0	
Christians	22.7	31.3	19.0	27.0	11.7	
Others	21.8	28.3	19.1	30.4	40.9	
Average	21.3	31.2	17.3	32	38.6	

I have shown in the report on the Presidency division that we might expect to find 46 per cent. of the children between the ages of 6 and 12. Hence 375,605 boys and 305,004 girls might be at school.

The education of girls can scarcely be said to have commenced in Chota Nagpore, as the number at school out of 663,053 is only 282, or .04 per cent.

There is a girls' school at each of the principal stations. The one at Chabassa was opened in April, and that at Hazaribagh has not been mentioned in the statistics; so that one aided school with 39 children at Purulia, one unaided school with 11 children at Ranchi, and the girls in the missionary orphanages, and the few more attending schools for boys, form the portion of the female population receiving instruction. The number is so small that its percentage on the total is insignificant.

Musalmans, except in Chota Nagpore, Santal, Orissa and Patna, have more children than any other section of population. The Hindus say that a fat cow does not bear calves. It is remarkable that in the places where the Musalmans are highest in social position, as in Chota Nagpore, Orissa, and Patna, their families are smaller than they are elsewhere. Hindus and Musalmans in Chota Nagpore have almost the same proportion of children, there being as many as 212 boys to 160 girls in every 1,000 of their number. How it happens that there are 4 boys to every 3 girls, is a fact worthy of direct investigation. It seems to me that Mr. Beverley is not warranted in treating cavalierly the objection that in taking the census some parents have concealed the number of their daughters. Of course

Reports of Inspectors of Schools.

it follows, should the supposition be true, that the number of females is greater than the census represents. It seems to me that such a circumstance is not only possible, but probable. In almost all countries of the world females in number exceed males. Though more males are born than females, yet so many males die in infancy that there are more girls of one year old than there are boys of that age. There are physical reasons partly explanatory of this fact. The area and population of the several districts of Chota Nagpore, and the percentage of the population of each district on the total of the division, are shown in the following statement:—

DISTRICT	Number of square miles	Population	Percentage on total population	Number of pupils at school on 31st March 1873	Percentage on total number of pupils
Hazaribagh	7,021	771,875	20.3	2,323	14.7
Lohardugga	12,044	1,237,123	32.2	5,133	32.2
Singbhoom	4,503	515,023	10.9	3,144	19.8
Manbhoom	4,913	895,570	26.0	5,271	33.3
Tributary Mehals	15,419	405,980	10.6		
Total	43,901	3,825,571	100.0	15,871	100.0

We see from this that there is one pupil at school out of every 239 of the population. If we followed in English money the system of proportion usual in India, we should say that there was a penny in the pound of the population of Chota Nagpore at school. From the column of percentages we see the remarkable fact that Singbhoom, the *ultima thule* of civilization, where the system of paternal despotism still exerts its beneficial influence over an uncivilized but interesting community, that this remote district has at school nearly double its quota of pupils as measured by population.

It is not surprising that Manbhoom, the most civilized of the four districts where the Bengali language is spoken, has one quarter more than its complement, but it is surprising that Hazaribagh is backward in its quota of scholars. Lohardugga keeps the average quota of a penny in the pound.

These results show that education is sadly backward in these vast regions, but that the greatest advance has been made where it was least expected.

Mr. Beverley states (see page 206) that in the school census the unfortunate mistake occurred of interpreting the number on the rolls to mean the "number in attendance," and as the 1st January was a close holiday, several schools were reported as having no pupils. This mistake with others not so general vitiated the results of the educational census. The census tables of occupation represent that no servants of Government are in the Educational Department in Chota Nagpore. This mistake perhaps arose from educational officers being also mentioned in another table, and so they were numbered among "professional" persons. That table gives the following results:—

DISTRICT	Schoolmasters	Pundits	Munshis	Maulvis	Students	Teachers	Abdihans	Authors
Hazaribagh		7			5	1		
Lohardugga			5		45	4		
Singbhoom		1	2			28		
Manbhoom			14	2	87	217		
Tributary Mehals		3			22			
Total		11	20	2	184	307		

There are no females entered either as schoolmistresses or scholars, though in Manbhoom alone there are 66 priestesses and three female gurus.

Children were evidently entered under the head of "children" or unemployed persons, whether they usually attended school or not. The entry of 307 teachers and 23 pundits, munshis, or maulvis for the education of 184 students, shows that the census form was not fully understood by the enumerators. Most of the teachers, and nearly all the pupils, have been entered under other headings than those especially intended for them.

Chota Nagpore Division.

The summary of the annual return of schools shows the following results:—

There were in Chota Nagpore on the 31st March 1873, 571 schools known to the Education Department, containing 15,871 pupils. At the close of the previous year there were reported 220 schools and 5,708 pupils. The increase of 351 schools and 10,163 pupils is due to the Resolution of 30th September 1872. Many of the schools now mentioned were, however, existing last year; but being unaided, and from paucity of Deputy Inspectors unvisited, they were not mentioned in the returns. An increase of ten thousand pupils in one year is a result highly satisfactory, and it is due to the exertions of the local authorities. The difficulty in the present year, when the novelty of many of these schools is worn off, will be to keep the teachers in regular attendance and the pupils in the schools. It will be found that the locality of the school must sometimes be changed. The evanescent character of small indigenous schools will render adequate supervision essential. It is true that primary scholarships will, in schools of some standing, so act that the pupils will insist on their teachers giving them instruction, and thus will check unauthorized absence; but in schools where boys have no hope of winning primary scholarships, a system of regular inspection must be established to prevent absentee schoolmasters obtaining Government money for non-existent schools. The following statement shows that of the 571 schools 17 with 958 pupils taught English, and the rest the vernacular. In Chota Nagpore, to use a native mode of representing proportion, fifteen annas learn the vernacular, and one anna English. The cost sanctioned by Government was in all Rs. 34,801-4, but only Rs. 23,713 were spent. The chief saving took place in the new pathshalas, but a portion of the money was due though not paid owing to the difficulty of forwarding the money to the teachers. In a vast and wild country this matter of detail rises to a difficulty of considerable dimensions.

The sum sanctioned for the four Government Higher Schools was Rs. 10,087, but only Rs. 8,513 were drawn; Rs. 3,644 were raised by fees from 366 scholars, or each pupil paid about Rs. 10 a year.

The 12 aided English schools received from Government Rs. 2,415 out of their assigned grants of Rs. 3,069, the rest being reduced in accordance with the stipulations in the grant. The fees raised by them from 505 pupils were Rs. 1,261; each boy paid on the average only Rs. 2-8 a year, or one-fourth the average fee in the Government school. It cannot, therefore, be said that in Chota Nagpore the Government schools undersell aided English schools. The aided schools raised Rs. 3,698 by subscription.

The institutions under the Berlin mission and the Society for the Propagation of the Gospel do a great work for their small aid, but perhaps the most interesting aided school in the district is that supported by the Rani of Pandra, who, from genuine liberality, not only pays the fees of the pupils herself, but boards and clothes those who want assistance. The Ramghur estate, now under the management of Government, supports the unaided schools in the palace at Echak. The thanks of His Honor the Lieutenant-Governor of Bengal have been given to the Maharani of Cossimbazar, whose patronage extends to schools throughout Bengal. The Rani of Dinagepore and the foundress of the Jahnabi school in Mymensing, are rich and noble ladies, whose liberality in the cause of education is well-known; but the Rani-Hingan Kumari of Pandra, in Manbhoom, though noble is not rich, and therefore her kindness to poor boys, and her liberality in the work of education, is the more to be praised. I would venture respectfully to suggest that her good deeds be brought to the notice of Government.

The 20 middle vernacular schools have 1,617 pupils. The assignment of the Government and aided schools is Rs. 5,769, of which Rs. 5,370 were drawn; Rs. 983 also were raised by fees, and Rs. 2,837 by subscriptions. The 14 Government schools being in remote parts of the country, raised in fees only Rs. 560 from 1,112 pupils, and Rs. 90 from subscriptions, to meet Rs. 3,967 from Government. The fees in four middle vernacular schools under native managers were Rs. 423, and were paid by 215 pupils. Hence the fees in Government Vernacular schools were eight annas a head a year, and in native middle schools Rs. 1-12. Locality is the cause of this remarkable difference, for the vernacular schools under native managers are with one exception those at the chief stations. We see that whether in English or in the Vernacular, the people of the station are able to pay four times as high fees as those in the mofussil. The Government schools for the Vernacular have low fees, and for English comparatively high fees. The reverse is the case with the schools under native management. Primary schools have become the great work of Chota Nagpore, and it is highly satisfactory to find 472 such schools with 12,170 pupils. Their assignment was Rs. 13,162. The old primary schools took up their full grants; the new schools were not able to do so, but will absorb the balance and all the present year's grants before the 31st March next. Fifty-seven unaided primary schools with 542 pupils are mentioned.

The smallness of the attendance in these unaided schools shows that they include tols for Sanskrit and makhtabs for Persian and Arabic. The only aided girls' school is that under native management at Purulia. The new girls' school (unaided) just started at Ranchi collected a singularly pleasing and ladylike group of children. My satisfaction in visiting the school was somewhat alloyed by the sight of English bonnets and crinolines on Bengali children. These western articles of dress had never before come under my notice in the inspection of girls' schools.

Chota Nagpore Division.

The amount spent by each district on English and Vernacular Schools is as follows :—

DISTRICT.	ENGLISH GOVERNMENT AND AIDED SCHOOLS			VERNAACULAR GOVERNMENT AND AIDED SCHOOLS AND PATHSALAS, &c.			TOTAL		
	From Government	From local sources	Total	From Government	From local sources	Total	From Government	From local sources	Total
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Chota Nagpore Division { Hazaribagh	2,479 15 2	2,465 3 0	4,945 2 2	2,033 3 11	6,513 6 6	8,546 9 7	4,513 3 1	3,101 0 6	7,614 3 7
{ Lohardugga	2,780 7 10	1,553 6 0	4,333 13 10	4,595 8 10	7,282 12 6	11,877 8 6	7,376 0 8	8,836 2 0	16,212 3 2
{ Singhbhum	2,641 9 3	860 13 6	3,502 6 9	2,106 6 10	396 1 3	2,502 8 1	4,718 0 1	1,256 14 9	5,974 14 10
{ Manbhum	3,359 12 0	3,825 0 0	7,184 12 0	3,716 1 3	2,556 9 9	6,272 11 0	7,075 14 0	6,381 0 9	13,457 7 9
Total	11,261 13 0	8,704 6 0	19,966 3 6	12,451 4 10	10,871 5 0	23,322 9 10	25,713 1 10	19,575 11 6	45,288 13 4

A distribution of the Government expenditure between English and vernacular schools brings out the remarkable fact that in the division of Chota Nagpore the Government expenditure on vernacular instruction is Rs. 12,451, and on English Rs. 11,262. I am not aware of this result being before attained in this or in the other divisions, except where a great development of pathsalas had taken place, as in Rungpore, Dinagpore, and Jessore. The expenditure on vernacular schools in Chota Nagpore was greatest in Lohardugga and Manbhum, and least in Hazaribagh.

Progress return.—Of the 15,871 pupils in Chota Nagpore, this return classifies 15,794 pupils in 565 schools according to their attainments. The 77 pupils in six schools of Manbhum are not included, not being classed. The progress return is divided into three stages, and is constructed on the supposition that it takes a student of fair abilities ten years' study on the average to pass the University Entrance Examination. These ten years are divided into three stages, or perhaps we might better say two-half stages of four years to a stage, an arrangement which makes the schools in Bengal accord in standard with schools in Germany. The primary stage usually occupies four years, and is divided into two sub-heads: one shows the number of pupils who are not so far advanced as to be able to read, write, and understand easy sentences in their mother-tongue. This takes a year or two, according to the regularity and ability of the pupil and the skill of the teacher. The second sub-head shows those who have not advanced so far as the third class of a school reading the vernacular scholarship course. It is probable that those who terminate their school course in the primary stage will not have a sufficient knowledge of reading, writing, and arithmetic to be permanently useful to them throughout life. They are in great danger of forgetting what they have learnt if they do not continue their studies or keep it up by practice.

The upper stage comprises the work in the two years below the Entrance Examination. The middle stage of four years occupies the studies usual in the fifth, sixth, seventh, and eighth years of school life.

In the four districts of Chota Nagpore, out of 15,794 pupils there are 72 pupils in the upper stage, 822 boys and 25 girls in the middle stage, and 14,657 boys and 218 girls in the primary stage; of the last number 10,064 boys and 150 girls are still unable to read an easy sentence in their mother-tongue. In every 1,000 of strength among our pupils we have therefore 981 boys and 16 girls; and among the 981 boys, four only are in the upper stage, 53 in the middle, and 927 in the lower. Of the latter number, 637 have not mastered the first rudiments. These numbers show that the past year has been one in which the great majority of the pupils in our schools have commenced their education. Of the 16 girls in every 1,000 of the pupils, none have reached the upper stage, two only are in the middle stage, four are in the higher section of the primary stage, and ten are still in their alphabet. I regret that there is no account of Mrs. Bowle's girls' school at Hazaribagh.

Higher and middle English schools have sometimes been spoken of as if they gave an education of a high standard to all their pupils; but it is far from the fact that the majority of their pupils reach any high standard. Of the 917 pupils in 16 higher and middle English

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schools, only 70, or 7·6 per cent., are within two years of the Entrance standard ; while 475 pupils, or 51·8 per cent., are in the primary stage. Even in the case of the 436 pupils in the five higher schools, more than a third of the number are in the primary stage.

The higher school pupils in the primary stage contribute by their fees to pay the staff that is chiefly occupied with the pupils in the upper stage. The expediency of the system by which the lower classes pay for the upper has been called in question by Government, but it is a system hitherto universal in higher schools, whether the management has been in the hands of Government or of Missionaries or of Hindu gentlemen. Although high fees are a grievance to poor parents and ought to be discouraged, yet the equalization of the school fee has not occasioned discontent. The parents of the boys in the first three classes reap the advantage ; and if a parent has sons in different parts of the school, he complains, not of the equalization of the fee, but of its magnitude.

The progress returns from Lohardugga do not separate the different classes of schools.

In the middle vernacular schools of Hazaribagh, Singhbhum, and Manbhum, more than three-fourths of the pupils are in the primary stage, and the great majority of them in its early section ; and of the 8,683 pupils in primary schools in these three districts 6,462, or 74·3 per cent., are in the commencement of the primary stage, and 2,191 in its latter portion ; only 39 pupils, or 0·5 per cent., have reached the middle stage.

The great Missionary schools in Ranchi cause the returns of Lohardugga to show a greater development than elsewhere of pupils in the middle stage, but unfortunately the number of beginners in the pathsalas is not shown separately. Of the three other districts, the pupils in Manbhum are the most advanced, and those of Singhbhum the least ; the former having one in every three beyond the commencement, and the latter one in every ten. Hazaribagh is not far behind Manbhum. Some small margin may be allowed for difference in determining what sentences are easy, and in estimating the power to read, write, and understand easy sentences.

The table of social position of 15,794 pupils in 565 schools in Chota Nagpore shows 26 pupils in the upper ranks of life, 1,760 in the middle, 13,995 in the lower, and the parentage of 13 has not been ascertained. Six schools, with 77 pupils, are not classed. The parentages of these four classes on the total number of pupils are 2, 11·2, 88·5, and 1.

The upper ranks and those whose parentage are not known, are insignificant in number. The lower classes are eight times more numerous than the middle classes.

The number is thus contributed by the several creeds :—

			No. of pupils	Percentage on total number of pupils
Hindus	...	...	10,945	69·5
Mussulmans	...	...	544	3·5
Christians	...	...	1,501	9·6
Others	...	...	2,804	17·8
Total			15,794	

Comparing this table with the percentage of population, we find that the Kols and "others" are not properly represented at school. They should be 28 instead of 18 per cent.

The Mussulman pupils are slightly below, and the Hindu pupils slightly above, their comparative weight in the population. The Christian children are a long way in excess of their proportion. In fact nearly one-tenth part of the whole Christian population is under instruction, while only one in three hundred of the Mussulman population is at school.

The pupils of the upper ranks are without a single exception Hindus. Eleven of the 26 are in Lohardugga, eight in Manbhum, five in Hazaribagh in the Government Vernacular schools, and two in Singhbhum. Twelve of these members of the aristocracy are found in the English schools, seven in the schools of Lohardugga, which are massed together, five in the middle vernacular schools of Hazaribagh, and two in the pathsalas of Manbhum. The middle classes send 1,760 pupils, of whom 1,553 Hindus, 92 Mussulmans, 89 Christians, and 26 Kols, and others. I am somewhat surprised to find 50 Christians of the middle ranks of society in the German Missionary school at Chaibassa. I think that there is something incorrect in this estimation.

The four districts share the middle classes as follows :—Hazaribagh 422, Lohardugga 390, Singhbhum 166, and Manbhum 782. The strong Bengali element in Manbhum is seen in the number of people of the middle class, for Bengali parents of the middle class of society, if they possibly can, will send their children to school.

The middle class pupils are contributed by the several creeds in their shares :—

			No. of pupils.	Percentage.
Hindus	1,553	88·2
Mussulmans	92	5·2
Christians	89	5·1
Others	26	1·5

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Comparing these percentages with those of the population, we see that Mussulmans of the middle class have more children at school than their proportion of the creed in the total population. This is contrary to the experience in Jessore, but is one more instance of the singular difference that exists between the Mussulmans in Behar and those in lower Bengal.

The lower class at school number 13,995, and are thus contributed :—

					Number of pupils.	Percentage on number of lower class
Hindus	...	...	...	...	9,365	66·9
Mussulmans	...	...	...	...	450	3·2
Christians	...	...	...	...	1,102	10 0
Others	...	...	...	...	2,778	19·9
Total					13,995	100·0

The Christian portion of the pupils in the lower ranks of society is far above their relative weight in the population. The Hindus are in school exactly as they are out of school. The Mussulmans fall somewhat below their due number, and the Kols very much below.

The lower classes are contributed by the several districts as follows :—

					Number of pupils	Percentage
Hazaribagh	..	...	..	...	1,896	13·5
Lohardugga	..	.	...	...	4,720	33 8
Singbhoom	...	...	...	...	2,976	21 3
Manbhoom	...	...	...	...	4,403	31·4
Total					13,995	100 0

It must be carefully borne in mind that these percentages have reference to the number of pupils, and not to population.

The five higher English schools are attended by seven pupils from the higher ranks, 291 from the middle, and 138 from the lower. The Ranchi school has 51 out of its 125 pupils from the lower ranks, and the Pandra aided school in Manbhoom has 36 out of 70. The 11 middle English schools have 181 pupils, of whom five are from the upper ranks, 221 from the middle, and 255 from the lower. The lower classes resort to the middle schools more than to the higher schools, because the average fee in the lower is only one-fourth part of that exacted in the latter. The total number learning English are 12 from the upper ranks, 512 from the middle, and 393 from the lower. Hence English instruction, though not greatly cared for, is sought nearly as much by the lower class as by the middle.

In the middle vernacular schools containing 1,120 pupils, there were five from the upper ranks, 263 from the middle, and 852 from the lower. It is evident that in these schools there is a great development of the lower classes, and as the average fees are not much less than in English aided schools, it is probable that the schools are more conveniently situated for their attendance.

The primary schools are, as they ought to be, the schools of the lower classes. There were in them 8,683 pupils; of whom two were of the upper classes, 634 or seven per cent of the middle, and 8,047 or 93 per cent of the lower class.

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HAZARIBAGH.

THE district report of the progress of general education in Hazaribagh opens with this encouraging intelligence, that on the 31st March 1873 there were 90 schools in the district attended by 2,323 pupils, against 13 schools and 618 pupils on the same date in 1872. The increase of 77 schools and 1,705 pupils was due to the pathsalas established under the Government orders of the 30th September 1872. The ten higher and middle class schools of the district contained exactly the same total number of pupils (529) as in the year before. Hence pupils in the primary vernacular schools assisted by Government have risen from 89 to 1,794.

The Committee go on to remark that primary schools are the real wants of the district, as it is in too backward a state to avail itself of the advantage of higher and middle class schools.

Mr. Beverley in his census report states that the population of Hazaribagh is 771,875 to an area of 7,021 square miles. He also gives the following information about age, sex, and creed. There are no Buddhists in Chota Nagpore.

CREED	MALES		FEMALES		TOTAL	
	Not exceeding 12 years	Above 12 years	Not exceeding 12 years	Above 12 years	Males	Females
Hindus	137,245	195,612	97,407	214,727	334,857	215,134
Mussulmans	15,326	22,154	10,811	24,015	37,180	34,854
Christians	126	1,128	10	180	1,254	319
Others	10,598	14,856	8,941	15,578	25,539	24,519
Total	163,295	233,750	117,269	254,500	380,864	371,875

	Percentage on each Section of the population				Percentage on total population	
	Not exceeding 12 years	Above 12 years	Not exceeding 12 years	Above 12 years	Males	Females
Hindus	21.2	30.2	15.0	31.6	81.9	
Mussulmans	21.2	30.6	15.0	31.2	9.4	
Christians	8.0	71.7	8.3	1.0	2	
Others	21.2	20.7	17.9	31.2	6.5	
General Percentage	21.2	30.2	15.2	31.4	100.0	

(Children form 36.4 per cent of the population)

Hindus and Mussulmans have exactly the same proportion of children, having as many as 21.2 boys to 15.0 girls in every 1000 of their number. How it happens that there 4 boys to every 3 girls, is a fact, if indeed it be a fact, worthy of direct investigation.

The singular excess among Christians of adult males over females is due to the presence at Hazaribagh of a European regiment, and of a penitentiary for European prisoners. Hazaribagh shows the smallest percentage of children among the five districts of the Chota Nagpore division. Though it is 2.2 per cent below the average for the whole division of Chota Nagpore, it is 2.0 per cent. above the average for Bengál, and 7 per cent. above the average for England.

Out of 163,295 boys under 12 years of age, we might have 46 per cent., or 75,097 at school. There were reported on the 31st March to be at school 2,322 boys and one girl, or 3 per cent. of the population under 12 years of age. The girls' school supported by Mrs. Bowles has been omitted from notice. As the average age of the pupils in the Government higher schools is 11.71 years, in the old pathsalas 10.4 years, and in the new 10 years, it is clear that some of the pupils are more than 12 years of age, and that consequently the number at school is less than 3 per cent. of the number that ought to be there. Deplorably small as this proportion is, it is more than double the number at school last year, even when the 605 pupils of pathsalas then unaided are included.

Of the 2,323 pupils, 210 learn English, 10 Bengali, 256 Hindustani, 12 Sanscrit, 45 Persian, 9 Santali, and 1,976 Hindi. Sanscrit, Persian, and Santali, are taught only in unaided schools. The total expense to Government of education in Hazaribagh was Rs. 5,413, of which sum Rs. 1,956 were spent on the Government English school, and Rs. 524 on four aided middle English schools. The total sum spent by Government on English education

Chota Nagpore Division—Hazaribagh.

was therefore Rs. 2,480. All who learn English are also taught a vernacular language. The sum spent on vernacular instruction was only Rs. 2,033, but this arose from the majority of the primary schools having been opened but a month or two before the close of the year.

Arrangements have been made for taking up the whole of the Government grant this year, and more will be required.

The sum raised in English schools to meet the Government contribution was Rs. 975-8-3 by fees, and Rs. 1,489-10-9 by subscriptions. Though the contributions in aided English schools, as reported, are three times as much as the Government aid, yet this apparent liberality is not incompatible with a precarious existence, for the schools depend chiefly on the exertions of the local authorities, and those authorities change owing to transfer, promotion, or sickness. The local contribution in the case of vernacular schools is painfully small, only one-third of the Government subsidy. This shows that under the rule now abolished, exacting from the people by voluntary contributions as much as was given by the State, could not result in success. It was not fair to the cause of education to put such a rule in the front of the grant-in-aid system, as it effectually prevented that system from success in primary instruction. Sir George Campbell's new system is not burdened with this oppressive rule. It will require considerable tact in getting the people to give any substantial portion of the expense of the school. The fullest advantage must be taken of their custom to give their teacher's food and clothing; money payments will be difficult to obtain.

The Hazaribagh report consists of the usual statistical forms and of—

- (1) The report of the District Committee on the state of education of the schools of the whole district.
- (2) The report of the District Committee on the Government higher school.
- (3) The report of the Deputy Inspector on the state of education.
- (4) The report of the head-master on the Government higher school.

The four reports taken together give a complete picture of the state of education in Hazaribagh district, and I regret I cannot quote them *in extenso*; but their bulk, as well as the expediency of avoiding appendices, prevent me from so doing. They also enter into detailed accounts of each aided school, which, though locally interesting, are out of place in this report. Extracts from the general report of the District Committee, and from the report of the Deputy Inspector, are here appended.

The District Committee in several places so refer to the report of the Deputy Inspector that it is difficult to separate the two. At the end they especially call attention to the "ability and energy with which Babu Biresvar Chakravarti, Deputy Inspector, has devoted himself to the work of establishing pathshalas, and to the very full and interesting report on education which he has submitted."

The Committee also draw attention to the distinguished success of Babu Mati Lal Mitra, the head-master of the Government higher school, in preparing students for the Entrance Examination, and recommend an increase of salary both to him and to the pundit. The second and third masters meet with censure from the District Committee, and have been given to understand that, unless improvement in their respective classes takes place, degradation or dismissal will ensue.

Extract from the District Education Report, Hazaribagh.

The Committee is of opinion that the progress made during the year under report has been satisfactory. There has been an increase both in the number of schools and students. On the 31st March last there were 90 schools in the district, attended by 2,323 pupils, against 13 schools and 618 pupils in 1871-72. This increase in the number of institutions and scholars is entirely due to the establishment of 76 pathshalas and one guru training school towards the close of the year, under the Government Resolution of 30th September 1872; there being no increase either in the number or strength in higher or middle class schools.

This, in the opinion of the Committee, shows that these lower schools are the real wants of this district, which is too backward as yet to avail itself of the advantages offered by higher or middle class schools.

Although it scarcely enters into a review of the past year, the Committee trusts that in a very short time the whole of the allotment made to this district under Government orders of the 30th September 1872 will have been portioned out in the establishment of pathshalas independently of the amount separately placed by Government at the disposal of Dr. Templeton, of the Free Church Mission at Pachumbra.

Out of a total expenditure on education of Rs. 11,327-3-10, Rs. 5,069-4-9 were contributed from local sources, and is due mainly to the large increase of Rs. 1,410 in fees and subscriptions over the amount shown last year under similar heads.

The Committee would draw your attention to the remark made by the Deputy Inspector regarding the attendance of the Mahomedans. Small as is the number of such scholars, it is found that it bears a triflingly higher proportion to the school-going Hindu population than the number of Mahomedans bears to the total number of Hindus as given in the late

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census. But when it is borne in mind that less than 10 per cent. of the population is receiving education of even the lowest description, the Committee feels that there is little ground for satisfaction except in the hopes for amendment in the future. Much difficulty is at present felt through the want of competent Mahomedan teachers, but the Committee trusts to remove this gradually by securing the services of more Mahomedan teachers for *mukhtabs*, and encouraging them to go through a course of training in the training classes opened in the Hazaribagh zillah school. The average daily attendance in the pathsalas already opened has been very fair during the past year. As it would be impossible to keep the schools opened during the sowing season and harvest, the Committee has determined to allow two vacations,—one from 1st July to 15th August, and the other during the last two weeks of November. During the long vacation such gurus as require training will come to head-masters for instructions, and will join the training class. The report of the Deputy Inspector shews that the state of the middle class schools is not a subject of congratulation, and the absence of all female education is most marked. This is owing not so much to any deficiency or inability in the instructional or inspecting agency, but to an apparent utter want of taste for any education whatever in the people themselves. It is true that the schools which exist have progressed favorably, as will be seen from the results of the minor and vernacular scholarship examinations held in December last; but no new schools have been opened.

Some further good will be obtained when more Sub-Inspectors are allotted to the district. At present there is only one sub-deputy, and he has been appointed by the Committee rather *ultra vires*.

The Commissioner, before the close of the year, objected to the appointment of this man, who is ignorant of English, and there has, since the close of the year, been some correspondence on the subject. This district requires at least two sub-deputies besides the Deputy Inspector. The Committee would be glad to retain the services of the Sub-Inspector who has been temporarily appointed, and to avail themselves of any nomination the Inspector may make when he forwards an application to the Commissioner for the sanction of Government to a second

The Committee believe that it is the wish of Government to encourage the spread of the knowledge of surveying, and would especially recommend to notice the want which is felt, and which is brought forward by the Deputy-Inspector in his paragraph 10.

The opening of the guru training school is a measure which the Committee has every confidence will result most beneficially for the district. There were 12 pupil teachers on the rolls on 31st March, and five others have already been sent out to take charge of schools. A full report regarding this will be found in the Deputy Inspector's report.

The subject of grants-in-aid has occupied the attention of the Committee, and a separate letter will be forwarded through the Commissioner for the sanction of Government to two or three grants-in-aid, the applications for which have been held back of late owing to uncertainty whether any allotment had been made by Government to this district. The picture, however, by the Deputy Inspector of the state of such aided schools in the past is not encouraging to the Committee in making applications for fresh grants.

ZILLAH SCHOOL, HAZARIBAGH.—This school was established in 1865, and is the only higher class English school in the district. Owing to the general backwardness of the district in an educational point of view, it has not as yet acquired the strength of number or the efficiency that similar schools generally show in more advanced districts.

From the following table it will be seen that the school is gradually increasing in number and in self-support, and in paragraph 5 it will appear that it is not backward in efficiency when compared with other districts of this division :—

	RECEIPTS.		Expenditure.	Average daily attendance.
	From Government.	Fees and fines.		
	Rs. A. P.	Rs. A. P.	Rs. A. P.	
1870-71	2,472 0 0	704 11 8	3,176 11 8	40
1871-72	2,001 0 0	707 8 0	2,798 8 0	33
1872-73	1,365 15 2	819 12 0	2,775 11 8	60

The above tabular statement shews an increase in the number of students during the past year of about 16 per cent., and that the cost to Government of educating each pupil is less by 7 annas per head than during 1871-72.

Chota Nagpore Division—Hazaribagh.

In the course of the last three years the Government allowance has gradually decreased, the receipts from other sources have increased, and the number of scholars also has increased. That increase has been slight, but the Committee has a strong belief that the Resolution of 30th September 1872, when fully acted upon, will give, as it has to a certain extent already given, a fresh impetus to the progress of all education in this district. The pathsalas that are now being established cannot but create in time a taste for higher education among the zemindars and other wealthy people of the district, and thereby add strength to the zillah school. At present the higher and wealthier classes of the people do not seem to care for any education, whatever be the standard.

But it may be fairly hoped that when they see that the masses are willing to be taught and to learn, and that education is spreading among them, and that they are acquiring the power to know their rights and privileges, and not at all willing to be played upon by the zemindars and the wealthier classes, these latter classes themselves, however reluctantly, cannot but shake off their apathy and be up and doing in educating their children from motives of policy and self-interest, if not for higher and nobler ends.

The Committee has also great pleasure in bringing to your notice the success of the pupils of this school at the last Entrance Examination. There were 10 candidates sent up, all of whom passed, and the 7 junior scholarships allotted for Chota Nagpore were all carried off by the boys of this school. This is very creditable to the head-master and pundit, for an increase of pay to each of whom the Deputy Commissioner has separately, at the request of the Committee, made an application.

The Committee has had occasion to censure the second and third masters, who have been unfavorably reported by the head-master. Similar remarks were made regarding these masters in 1871-72 by the late Deputy Commissioner.

These men have now been made fully to understand that if the classes under their charge are found next year to be as ignorant as heretofore, they will be removed from their posts as masters, or degraded. The following tabular statement will shew the amount and distribution of the funds of the school during the past year :—

						Rs.	A.	P.
Net Government grant	..	..	..	..	..	2,616	0	0
From local sources ..	..	..	..	..	..	819	12	0
Total	..	..	..	..	..	3,435	12	0
Expenditure	..	..	..	..	..	2,775	11	2
Balance in favour of the school on 31st March 1873	..	..	..	..	..	660	0	10

Return of Schools in the District of Hazaribagh. Compiled from the return of the District Committee.

DESCRIPTION OF SCHOOLS.	Number of schools.	Number of pupils on the 31st March 1873.	Government net grant for the year.	RECEIPTS				Expenditure.	Number of teachers.
				From Government.	FROM LOCAL FUNDS.		Total.		
					Fees and fines.	Other local sources.			
<i>Higher Schools.</i>			Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Government	1	69	2,616	1,355 15 2	819 12 0	.....	2,775 11 2	2,775 11 2	5
<i>Middle English.</i>									
Aided	4	170	864	524 0 0	175 13 0	1,439 10 9	2,169 7 9	2,169 7 0	13
Unaided	1	87	.....	.....	.....	.....	.....	.....	3
<i>Middle Vernacular.</i>									
Government	4	203	1,140	1,090 2 0	*251 8 0	90 0 0	1,431 10 0	1,431 10 0	8
<i>Lower Vernacular.</i>									
Pathsals, old	4	127	240	230 0 0	114 13 0	.....	344 13 0	344 13 0	4
Pathsals, new	72	1,602	3,186	602 6 0	175 0 0	4 8 0	781 14 6	781 14 6	73
Unaided	2	58	.....	.....	.....	.....	.....	.....	53
<i>Normal Schools.</i>									
Government	1	12	1,920	110 11 11	.....	.....	110 11 11	110 11 11	2
Unaided	1	15	.....	.....	.....	.....	.....	.....	2
Total of Government and aided	86	2,183	9,966	4,513 3 1	1,536 14 6	1,534 2 9	7,634 4 4	7,634 3 7	14
Total of unaided schools ..	4	140	.....	.....	.....	.....	.....	.....	.....
GRAND TOTAL	90	2,323	9,966	4,513 3 1	1,536 14 6	1,534 2 9	7,634 4 4	7,634 3 7	140

No returns from unaided schools.

Reports of Inspectors of Schools.

. LOHARDAGA.

The great fact of the year is the establishment under the orders of 30th September 1872, of 152 schools with 3,222 pupils on the 31st March 1873. The number of pupils in schools of all kinds are reported as 5,133. Last year the number reported was 1,059, but the statistics of last year did not include several unaided pathshalas. Giving every allowance for this fact, there is still undoubtedly a vast and most satisfactory increase. As the establishment of the primary schools is due to the local authorities, I leave the Secretary of the District Committee, Mr. Oliphant, c.s., to describe this great success. Having established the schools, the difficult task remains of making them efficient; and I would respectfully submit to Government that the subordinate inspecting staff must be largely increased, otherwise schools will exist only in name, the money of Government may be frittered away, and the great work now commenced will fail in attaining its full development. The state of education in Lohardaga has been so fully described in the District Committee's Report, that I have but little to add. The statistical tables, however, afford scope for further discussion, and to them I shall chiefly confine my observations.

I preface my remarks by a few facts gathered from the census returns. We see from them that there are in Lohardaga 273,936 boys under the age of 12 years, of whom (say) 5 in every 12 might be at school. We should thus have 114,140 under 12 years, but, of a school-going age, and we really have in all 5,133 at school. Their average age being over 10 years, a considerable number of them must be over 12 years of age. Moreover, as one of these numbers is limited to 12 years, and the other is not so limited, it is impossible to determine with accuracy the proportion of pupils at school to pupils of a school-going age. The above figures, however, show that the number of boys at school is not 5 per cent. of the number of boys who might be at school.

According to the census report the district of Lohardaga contained, in an area of 12,044 square miles, a population of 1,237,123, who were thus divided:—

CREEDS.	MALES.		FEMALES.		Total.
	Not exceeding 12 years.	Above 12 years.	Not exceeding 12 years.	Above 12 years.	
Hindus	161,280	213,582	131,228	235,853	741,952
Musalmans	12,487	16,724	10,002	18,909	58,211
Christians	3,152	3,375	2,601	3,653	12,781
Others	97,008	113,931	81,443	131,797	424,179
Total of the four classes	273,936	347,612	225,364	390,211	1,237,123
Percentage on the population of each creed	.....	.....	.....	.....	Percentage on total population
Hindus	21.7	28.8	17.7	31.8	60.0
Musalmans	21.5	28.7	17.3	32.5	4.7
Christians	24.7	26.4	20.4	28.5	1.0
Others	22.9	26.9	19.2	31.0	54.3
Total	22.2	28.1	18.2	31.5	100.0

The Christians have 4.51 per cent. of their number under the age of 12 years, while the Musalmans, whose families in this district are the smallest, have 38.8 per cent. Musalmans, except in Chota Nagpur, Orissa, and Patna, have larger families than Hindus.

Taking all creeds Lohardaga has 40.4 per cent. of its population under 12 years of age. The excess of Christian children above the average of other creeds is partly due to the large orphanages supported by the Berlin Curatorium and by the Society for the Propagation of the Gospel. The Presidency Division, with Calcutta, has only 30.8 per cent. of its population children, or in every 1,000 of the population Lohardaga has 96 more children than the Presidency division. In fact Lohardaga, with its tributary mehals and Santhal Parganas, is the most prolific portion of Lower Bengal.

Mr. Beverley states that the proportion of children under 12 years of age in Great Britain is 29.4 per cent., so that Lohardaga has in every thousand of its population 110 more children than England.

Chota Nagpore Division—Lohardaga.

It is not easy to say whether this result occurs by the comparatively shorter life of adults or by the greater number of children born.

In England there are 5.32 people to a house, and in Lohardaga 5.1, as the children of the working class usually reside with their parents. If children were more numerous here than in England, we should probably find more people to a house, which is not the case. This consideration seems to show that adult life is not so good as in England.

Though Christians form but one per cent. of the population, they contribute, as we shall see from the table of creed, 26.6 per cent. of the pupils at schools. The Musalmans send to school almost as great a quota of their number as the Hindus do, for while in the census they form 4.7 of the population, in our schools they form 3 per cent. of the pupils; while Hindus with similar percentages are 60 and 5.3. The class least influenced by education are, as might be expected, the Kols.

Ranchi Government School—The report of the Ranchi Government school forwarded by the district committee is more favorable than I should have myself been inclined to give from my inspection in April last. In my opinion the late head-master, who was constantly engaged in numerous occupations except those which he was paid to discharge, allowed the school to fall into a low state. This was shown by its ill success at the last Entrance Examination. The present head-master, Babu Gopal Chandra Saha, M.A., is successfully exerting himself to place the school on its former footing. He has won, since his arrival in November last, the confidence of the district committee. The causes which retard the progress of the school are the insufficient staff of English masters and the apathy of the parents of pupils. They do not appreciate fully the advantages of a good education, and allow the children to idle away their time at home.

The study of Sanskrit has been given up, and all the 125 pupils now take up Hindi.

The Government grant by the resolution of 24th May 1873 was reduced from Rs. 2,880 to Rs. 2,400, but the total cost of the school for the year ending 31st March 1873 was Rs. 3,674, out of which Rs. 2,505 was paid by Government, and the rest, except Rs. 100, was raised by fees. The cost to Government of each pupil was Rs. 18-9 annually. The sum is less than that at Hazaribagh, Purulia, and Chaibassa.

The average age of the pupils was 13½ years, somewhat an old age, and suggestive of the fact that there are young men in the lower classes.

The three Government middle vernacular schools contain 148 boys, having increased by 23 pupils during the year. One of the pupils from Bundu won a vernacular scholarship, but he declined to leave his home, as his father was old and could not spare his services. Such filial piety is gratifying, but if the country of the aboriginal Tamarians is ever to be enlightened, its pupils must leave their homes for higher instruction than the plateau of Bundu and Tamar can afford. The cost to Government of each boy yearly in these schools is Rs. 7-13-1.

At Ranchi there are two large mission boarding schools, in which boys from Christian villages receive their education. The best of the lads are trained as teachers, or catechists, so that the object of the two institutions is much the same. The department for training teachers holds a more important position in the Berlin institution than in the English institution. In the Berlin institution Greek is taught to the students so far as to enable them to read and understand the Greek Testament, and the Missionaries hope to be able eventually to introduce Hebrew. I regret that the report of the Berlin Missionaries of their great educational work has not yet reached me* (July 23rd). It appears from the broad sheet that they had in their normal and practising schools 174 pupils, of whom 21 studied English, 5 Greek, and all Hindi. The yearly grant-in-aid is Rs. 600 only, and the cost of each pupil yearly is therefore Rs. 3-7-6 to Government, though the total cost is Rs. 28-0-9. The departure from India of the Rev. C. Hoerberlin owing to ill health has been a loss not only to this institution, but to the cause of education generally in the district.

The normal school pupils have this year been reduced in number, as teachers cannot be trained so fast as new schools can be opened.

The cost to Government of the 348 boys in the Berlin mofussil schools was Rs. 386, or Re. 1-1-8 per head yearly.

That Kols, who at the time of Rama were counted as monkeys, and now in Hindu estimation stand far lower in sanctity, should be the only race among all the nations and languages of India to study ancient Greek, is a remarkable fact. The Christian Kols are entirely at one with their unconverted brethren on the great land question; they are free from the abject fear of ghosts which torment the others; and having received education from the Missionaries, are now gradually taking the lead in their respective villages. Agrarian questions are likely to become as difficult in Bengal as they were in ancient Rome or are now in Ireland.

On the 18th April last, the day of my inspection of the Ranchi institution under the Society for the Propagation of the Gospel, there were 130 boys and 70 girls present, out of

* Received on the 24th July.

Reports of Inspectors of Schools.

153 boys and 75 girls. Out of them 48 were pupils and the rest boarders. The races of the children are these—

112 Oraons.	*
67 Mandaris.	
43 Lohars.	
2 Santhals.	
4 Musalmans.	

Total .. 228

All except 9 were Christians. The several classes of the school were well graduated from the very commencement up to the highest class. The first class read fluently and translated fairly into Hindi an ordinary English narrative. In arithmetic they could do the Rule-of-Three, but had not been practised in the native way of estimating areas. They knew some geography, but did not so thoroughly understand a map as to find the distance between places by means of the distances between parallels of latitudes. They are not at present taught drawing and surveying. The children are very fond of games, which are almost as good as gymnastics for physical development, and are as a pastime even more agreeable. The presence of Lohars among the pupils leads me to remark on the excellence of the workmanship of the aboriginal Lohars (iron-workers). I saw at Silli on the Subarnarikha an intelligent but jungly-looking Lohar at work on a matchlock gun. He had bored out the barrel and was fitting in the spring of the lock. He would sell the gun when finished for ten rupees. I am sure that Mr. Fouracres of the Dehri work-shops would be happy to give employment to some of the Lohars of the mission schools. I recommended the Missionaries to send pupils there. Just now, however, there is work enough at the English mission in building the church, &c., to find employment for the boys who have any skill in wood and iron work. The mission schools are full, and vacancies have now to be made by sending away the elder children to work in their villages. The English mission has an industrial school of 12 pupils, and an evening school of from 50 to 60 people who are at work in the day.

The Anglican Missionaries have for many years lamented the want of success in their village schools. They ascribe it to two causes.—(1) the want of inspecting school-masters; (2) the want of better-trained teachers. These wants they have attempted to supply.

It may not be unimportant to observe that the experience of the Missionaries shows that village schools without frequent inspection and without trained teachers are not successful. This caution it will be well if Magistrates and those in charge of primary schools steadily bear in mind.

The Missionaries notice that night schools are flourishing in a considerable number of places. The Lords of the Council on education in Great Britain give more favorable terms to night schools than to day schools. They are pre-eminently the schools of the laboring classes, and as such merit special help in Bengal as much as in England. The Missionaries complain that "want of oil or lighting is very often pleaded as an excuse for the irregularity or non-existence of a night school." I speak from knowledge of the question when I say that is a real, and indeed the chief, obstacle to the establishment of night schools. The Missionaries find that it is necessary to close the village schools at the time when the labour of the children is required by their parents. This fact is recognized as all-important in America, and in some Northern States common schools are open only half the year, as during the other half the labour of the children is required by their parents.

The progress report of the schools shows, as might be expected, a vast number of pupils in the very commencement of their education:—

	Total	UPPER STAGE	MIDDLE STAGE	LOWER STAGE.	
		Or generally the 9th and 10th years.	Or generally the 6th, 6th, 7th, and 8th years.	Or generally the first four years of school life.	
				2nd, 3rd, and 4th years.	1st year.
Boys	4,930	14	240	1,751	2,925
Girls	203		25	69	112
Total	5,133	14	265	1,810	3,044
Percentage	100	25	425	35.5	60.0

In every 1,000 children 600 are learning their A B C, and 355 have got a little beyond, so that 955 are in the commencement of school life. Of the 45 who got beyond this state, not quite 3 got within two years of the Entrance Examination.

Chota Nagpore Division—Lohardaga.

There must be a beginning to every great scheme, and the above result, though it shows how much has to be done, contains nothing discouraging.

Out of the 2,717 Hindu pupils, 680 in Palamow are not classed. There are among the remainder 210 Bengalis, 535 Beharis, 31 Uriyas, 1 Assamis, 1,255 Nagpurians, and 3 Madrasis. In the table of race the small number of Hindus above the Navashakh castes is a remarkable feature in the statement. Of the 158 Muhammadan pupils, 49 in Palamow are unclassified, and of the rest 35 are Shi'as and 74 Sunnis. Their races are as follows:—Ninety-five Beharis, 7 Nagpurians, and 3 Madrasis. The Madrasis are brought by the Madras Regiment at Dorunda near Ranchi. It is worthy of notice that 72 per cent. of the Musalman pupils belong to the middle ranks of society, or to the well-to-do classes. In these ranks the Hindus have only 12 per cent. of their body, the Christians 2½ per cent., and the others less than 2 per cent. We see therefore that in Lohardaga the Musalmans possess the rank and position of their creed in Behar, and are a different race from the Musalmans of Jessore. Of the 1,367 Christian pupils, all but one are Protestants. As regards race, 35 are Beharis, 1,308 Kols, 2 Santhals, 1 Nagpurian, 2 Pathans, and 10 are of race unknown; one is a Bengali, and one a Madrasis.

Of the 891 pupils of other creeds, 4 are Beharis, 520 Kols, and 365 Nagpurians, one is a Mugh, and one is of unknown parentage. The Kols number 1,828, of whom 1,308 are Christians. It may be observed that the inhabitants of Chota Nagpur, who reject the term Kol, but are neither Hindus, Musalmans, nor Christians, amount to 365.

Of the 269 teachers in 235 schools, there are 159 Hindus, 34 Musalmans, 78 Christians, and 2 "others." The influence of the Berlin School is seen in the number of Christian teachers. There are only 2 unconverted Kol teachers.

Of the 269 teachers 63 are unclassified. As to race, 4 are Bengalis, 134 Beharis, 2 Uriyas, 3 Assamis, 49 Kols, 13 Nagpurians, and one is a European. The missionaries apparently do not consider teaching their chief work, or there would be more than one European entered as under the head of teachers. The returns show that there are on the average 23 pupils in each school and 19 pupils under each master.

At Ranchi there is a girls' school lately established for the instruction in Bengali of the daughters of the chief native Hindu employes of the station. The managers have not asked for aid. The inspection of this school forcibly reminded me that experienced officers may meet with startling novelties. The house and all its arrangements were scrupulously neat, four little girls wore bonnets and two had crinolines, not aware that exuberance of dress had gone out of fashion. Ranchi is a remarkable place. Wild aborigines learn Greek and Bengali girls wear crinolines.

I was much pleased with the school at Palamow, which is one sign of the results of Mr Forbes's administration of this large Government estate. Government in Palamow exercises the functions both of Government and of zemindar. When Government administers the estates of minors or property in Chancery, it usually expects the estates to contribute for a school. Just so in Palamow it would not be improper to expect that the grant-in-aid now given by Government as Government, should be supplemented by a contribution by Government as zemindar.* It would be a good example to the neighbouring chieftains if Government took up the school at Palamow and made it a Government school, for its obligations are more cogent at Palamow than at Ranchi. Mr Forbes, the Extra Assistant Commissioner, is anxious to have a school for teaching forestry, agriculture, and farriery. The valuable forests of sal and other trees in his jurisdiction demand his care for their preservation from wanton injury; the hundreds of miles of up-land waste lands require special knowledge for devising the best means for their clearance and cultivation, while the lamentable loss of oxen by the cattle plague, and the general deterioration in the breed, call for skill in farriery. The loss of cattle in Palamow has rendered the supply insufficient for the demands of cultivation and of trade, and the cultivator, being poorer than the merchant, cannot pay the price now required for cattle, and in consequence cannot cultivate the full extent of his cleared land. I would respectfully plead for a grant of Rs. 125 a month for a good Government school at Palamow, and for a grant of Rs. 50 towards the establishment of a guru training school, and a grant-in-aid sufficient to pay for the services of a cow-doctor, the expenses of stipends for the class of pupil-cow-doctors, of travelling allowances, of house accommodation, &c., being defrayed by the people. It is desirable to begin in an economical manner, and with a given scale of expenditure, but intelligent cow-doctors on small salaries are a desideratum. As long as Mr. Forbes is at Palamow there would be every prospect of such a class succeeding, as he keenly feels the want of skilled assistance, and would support the teacher with the power, influence, and long experience of a successful administrator.

The chief difficulty is that even a rough German farrier would struggle to get away from Palamow, the hottest station in Bengal, and would not be tempted to India under twice the salary of the Extra Assistant Commissioner.

* I understand that 8 per cent. has lately been sanctioned for educational purposes.

Reports of Inspectors of Schools.

Return of Schools in the District of Lohardaga. Compiled from the return of the
District Committee

DESCRIPTION OF SCHOOLS	Number of schools	Number of pupils on the 31st March 1873	Government grant for the year	RECEIPTS								Expenditure
				From Government	FROM LOCAL FUNDS				Total			
					From fees, &c.		From other local sources					
			Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P		
<i>Higher Schools</i>												
Government	1	12	115 0 0	270 7 10	1099 6 0	100 0 0	3674 13 10	3674 13 10				
<i>Middle English</i>												
Aided	1	41	275 0 0	27 0 0	268 15 0	115 1 0	659 0 0	659 0 0				
<i>Middle Vernacular</i>												
Government	1	138	900 0 0	83 4 0	77 13 0		977 0 0	977 0 0				
Aided	{	Missionary	1	254	606 0 0	606 0 0	0 0 0	2132 0 0	2738 0 0	2738 0 0		
		Native	1	40	180 0 0	180 0 0	88 9 0	139 7 0	408 0 0	396 0 0		
Total	5	163	1636 0 0	1165 4 0	104 5 0	2271 7 0	4113 0 0	4111 0 0				
Unaided	1	62										
<i>Lower Vernacular</i>												
Aided	{	Missionary	12	348	384 0 0	384 0 0	384 0 0	768 0 0	768 0 0			
		Native	1	9	144 0 0	144 0 0	6 3 4	13 12 6	296 0 0	296 0 0		
Old Pathshalas	5	363	300 0 0	20 0 0	48 3 0		308 3 0	309 3 0				
New Pathshalas	152	3253	3198 4 0	1783 4 10	48 3 0		1793 4 10	1723 4 10				
Total	157	3301	3498 4 0	1783 4 10	48 3 0		1831 7 10	1831 7 10				
Unaided	75	504										
<i>Normal Schools for Masters</i>												
Aided Missionary	1	174	600 0 0	600 0 0		4281 13 6	4881 13 6	4881 13 6				
<i>Girls' Schools</i>												
Aided												
Unaided Native	1	14										
Total of Government and Aided Schools	178	4753	9277 4 0	7376 0 8	1559 0 6	7289 2 0	16224 3 2	16114 3 2				
Total of Unaided Schools	57	680										
GRAND TOTAL	235	5433	9277 4 0	7376 0 8	1559 0 6	7289 2 0	16224 3 2	16114 3 2				

From the Report of the Vice-President of the District Committee of Lohardaga

The following statements show the number of schools and scholars of all kinds actually in existence on the last day of the year ending 31st March 1873 —

Statement A.

		Pupils
17	Aided Schools	859
4	Government Schools	273
5	Government Pathshalas (old)	169
152	Government Pathshalas (since September)	2,222
57	Unaided Schools and Pathshalas	580
235	Total	5,133

Statement B

24	Mission Schools	963
4	Government Schools	273
3	Aided Schools other than Mission or Pathshalas	139
157	Government Pathshalas	3,391
39	Indigenous, unaided, and including Maktabas	290
1	Native Girls' School	14
7	Night Schools carried on by gurus of Government Pathshalas	63
235	Total	5,133

Chota Nagpore Division—Lohardaga.

At the close of the preceding year there were but 1,354 pupils of all kinds receiving instruction, so that there has been an increase during the year under review of 3,779.

Of the total number receiving education at the close of the past year, 203 were girls, 148 of whom belong entirely to the Mission schools and 14 to the girls' school in Ranchi, the remaining 41 being distributed among the various Government pathshalas.

The following schools, which are included in the statements furnished above, appertain to the sub-division of Palamow:—

	Pupils.
1 Aided School	41
3 Government Pathshalas (old) ..	121
43 Government Pathshalas (new) ..	609
21 Indigenous, including Muktabas ..	101
<hr/> 68	<hr/>
Total	872

It will thus be observed that previous to the issue of the Government resolution of the 30th September last there were but 5 pathshalas in the whole district receiving any aid from the Government, and the increase which has taken place in the number of pupils is mainly owing to the extension of the pathshala system.

The Government resolution of the 30th September last allotted for this district a sum of Rs. 2,500 for the period ending 31st March, and a later circular, No. 74 of the 6th January 1873, laid it down as advisable that "in districts where indigenous schools are few, the bulk of our money and the strength of our energies should be mainly devoted to establishing new schools." Our attention was accordingly almost entirely confined to carrying out this view.

The Deputy Inspector of Schools who was appointed to this district did not arrive until the 24th December, and there was consequently some delay in giving effect to the Government orders, and many difficulties were experienced in other ways. Several gentlemen, however, whose duties took them into the interior in the cold season, kindly proffered their assistance, and a number

of schools were established in this way previous to the arrival of the Deputy Inspector. I am much indebted to the several gentlemen named in the margin for the aid afforded me in this matter.

On the Deputy Inspector reporting his arrival, he was immediately sent round to visit all the schools which had been established, and instructed as to where others might advantageously be opened, and on the 22nd March, when the District Committee met for the first time, I was able to inform the meeting that altogether 164 new pathshalas had been opened. Of this number 109 appertained to Chota Nagpore and 55 to Palamow, but by the close of the year the latter number had fallen to 43, thus reducing the total number to 152, as shown in statement A above.

Of the 152 teachers employed at these pathshalas, 140 at the close of the year were receiving the full salaries of Rs. 5 per month; 11 salaries of Rs. 2-8 each, and one a salary of Rs. 3, thus making the total monthly expenditure at that time to amount to Rs. 730-8.

In regard to the maximum salary having been allotted in so many cases, it was explained to the Committee that this course had been found necessary owing to the great difficulty experienced in procuring fit persons for the post of guru, or persons willing to take the post on a smaller salary, but it was at the same time represented that after the school had been working for some little time it might no doubt be found quite possible to make reductions in some of them, and it was anticipated that owing to the majority of them having been somewhat hurriedly established, several would doubtless fall through, and thus cause a corresponding decrease in the expenditure.

It was finally resolved by the Committee that the Deputy Inspector of schools should report further on the condition of the schools with a view to see how a reduction in the rate of expenditure might be effected, his special attention being at the same time directed to the Government circular of the 12th November 1872, which provides that as a general rule the guru's salary should be regulated according to the efficiency of the school.

In pursuance of these directions, I may observe that, since the close of the year nine pathshalas have been abolished, as they were doing no good; while in nine others the salaries of the teachers have been reduced from Rs. 5 to Rs. 2-8, and the matter is still engaging the close attention of the Deputy Inspector.

The attention of the District Committee was also given to the following Government resolution of the 30th September; it was resolved that a normal class should be established and attached to the middle class vernacular school at Ranchi for the purpose of training gurus. It was also decided that owing to the great difficulty of securing the attendance of the boys at the pathshalas during the cultivating season and at the harvest time, all

Reports of Inspectors of Schools.

pathsalas should be closed between the 15th July and 31st August, and again from the 1st to 31st December. During these intervals it is hoped that a number of the gurus may be brought into Ranchi to receive instruction in the normal class.

Of the total grant of Rs. 2,800 on account of new pathsalas, a balance of Rs. 1,442-4-11 remained unexpended at the close of the year, and this sum the Committee proposed to carry forward to the credit of the current year. The expenditure, it should be observed, includes a sum of Rs. 250 which the Committee sanctioned for the purpose of purchasing a supply of simple practical books in Hindi, without which the school master cannot be expected to make any real progress. This money was entrusted to you under orders of the Committee with a view to the books being procured.*

The Hindi school library of 120 volumes contains all the school-books in Hindi of which the Inspector is aware, with the exception of those whose price was over Rs. 2, and of five books objectionable on moral grounds, though widely read.

With regard to the progress made by the various educational institutions during the year, a separate report on the Government school at Ranchi is attached herewith.

The three other Government schools are known as model schools, and are situate in the interior of the district at Pitteria, Bandu, and Tamar, respectively; they have been carefully inspected by the Deputy Inspector of Schools, and are reported to be doing well. The total number of pupils during the year under review was 148, as compared with 125 of the preceding year; 1 boys from these three schools for the first time came up to compete at the Vernacular scholarship examination and 7 passed, 1 obtaining a scholarship of Rs. 4 per month.

With respect to three aided schools shewn in my statement B, the first is the aided anglo-vernacular school at Daltonganj, in regard to which Mr. Forbes remarks that "the boys are nearly, if not quite, as well advanced as the boys of older schools, more particularly in geometry. Mr. Woodrow, who visited the school after the close of the year, and examined the boys and expressed himself well satisfied, has since, in consideration of the progress exhibited by the boys, placed a minor scholarship tenable for one and a half years at the disposal of the Committee.

In connection with this school I may further mention that at the meeting of the District School Committee held at Ranchi on the 19th April, you were pleased to inform the Committee that the school was going on very satisfactorily, and you expressed a strong opinion that the school should be converted into a regular Government school. This suggestion was warmly supported both by the Commissioner and myself, and I trust will be adopted shortly.

The second aided school to be noticed is the aided vernacular school at Ranchi, which is also reported on well by the Deputy Inspector of Schools. At the close of the year it had 89 pupils on its roll, against 76 at the close of the preceding year. This school receives an annual grant from Government of Rs. 125, and during the past year it received an additional grant of Rs. 100 from the Ranchi town funds. Three of the boys of this school went up for the vernacular scholarship examination, and 2 were successful.

The third school is the Industrial Arts School at Ranchi, with regard to which the Deputy Inspector remarks:—"There were only 9 boys on the rolls on the 31st March

*The draft was made over to the School Book Society to be expended as follows:—

Number of copies.	Names of Books.	Price per copy.	Amount.
		Rs. A. P.	Rs. As. P.
1,000	Alphabets in sheets	0 0 3	15 10 0
500	Akshar Dipika	0 0 0	15 10 0
500	Sivaprasad's Barnamala	0 1 0	31 4 0
50	Spelling book	0 3 0	9 6 0
250	Nitikatha, Part II	0 1 0	15 10 0
100	Arithmetic (Ganitanka)	0 8 0	50 0 0
50	Ditto (Ganitanka Prakash, Parts I and II)	0 7 0	21 14 0
20	Atlas	0 8 0	10 0 0
20	Gutka (Sivaprasad's)	1 0 0	20 0 0
	Library books	.....	55 8 9
	Packing and other charges, and prices of books not known and therefore not given	5 0 3
	Total	250 0 0

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last. Carpentering is the only thing taught here, but the head mistri himself is not a proficient in this art. The articles manufactured in the school are of the commonest sort, and consequently do not find a ready sale in the market. The Government grant is Rs. 12 per mensem, but the private subscriptions are greatly in arrear." He adds that on the whole he is not at all satisfied with this school.

Towards the close of the year a girls' school was established in Ranchi through the efforts of some of the Bengali native gentlemen now resident in Ranchi, and at the close of the year 14 Bengali girls were receiving instruction at it. Pending the erection of a school building, the school is held in a house belonging to Babu Giria Chandra Mitra, the Secretary, and the arrangements are said to be satisfactory. The services of a pandit from the Hughly Normal School have been secured, who is also acquainted with Hindi, and it is in contemplation to appoint a mistress to teach the girls needle-work, &c.

In connection with this school the Deputy Inspector remarks:—"It is supported entirely by the native gentry of the town, whose object is not only to impart education to their own daughters, but principally to communicate by their example a taste for female education to their Hindustani brethren. It is impossible to anticipate how far this laudable object may be realized, but I am happy to state that out of the 14 girls on the rolls at the close of the year one is the daughter of Lalla Mahabir Prasad, the sheristadar of the Commissioner's office, and a well-educated and enlightened gentleman."

There were, as I have pointed out above, five Government pathshalas in existence previous to the resolution of 30th September. These continue to flourish; they have now an aggregate of 169 pupils on the rolls. Three are in the Palamow sub-division, namely, at Gharwa, Niggur Contari, and Husainabad, and two in Chota Nagpur, at Palkot and Churia.

The one at Gharwa appears to be by far the most flourishing; on the 31st of March there were 71 boys on the books of the school. The school receives a grant of Rs. 5 per month for one guru, but it supports also a maulvi as well as a second guru or Hindi teacher, the fees averaging about Rs. 13 per month.

There are 24 schools appertaining to the two missions at Ranchi, comprising altogether 963 pupils.

The mission connected with the Society for the Propagation of the Gospel has one anglo-vernacular school at Ranchi with 228 pupils, and receives a grant-in-aid of Rs. 50-8 per month; also 21 village schools, of which 12 are aided and 9 are unaided. The German Lutheran Mission have one normal school at Ranchi with 174 pupils, which is aided to the extent of Rs. 50 per month, and one middle-class vernacular school at Burju in the interior with 62 pupils, and which receives no aid.

I have not received any separate reports in regard to these schools either from the Deputy Inspector or from the secretaries to either of the missions, but I am informed that such reports have been submitted to the Commissioner of the division, and I will attach them hereafter to my report.

Thirty-nine schools are shewn as indigenous schools receiving no aid from the Government. Of this number 13 are pathshalas with 117 pupils who are taught Hindi, and 26 are maktabas with 173 pupils who are chiefly taught the Persian language. These schools have by no means been lost sight of; most of them have been inspected by the Deputy Inspector of Schools, and it is hoped eventually to give some small aid to those pathshalas which may be found to be doing fairly well, and gradually to amalgamate the others with Government pathshalas until they are all in this way brought under the direct and immediate control of the Deputy Inspector.

It only remains now to notice the 152 new Government pathshalas which were established under the Government orders of the 30th September last. Little can be said in regard to their progress, as many of them were only established shortly before the close of the year, but it will not be out of place perhaps to make a few general remarks in connection with their establishment and what has been done in them since.

A good deal of opposition was experienced at first in connection with the opening of these schools, but more so in Palamow than in Chota Nagpur,—not active opposition, but a general indifference and reluctance to send children to school. The people did not understand having an entirely free education offered to them, and a general impression was abroad that the Government had some selfish object in view, and that it was going to educate all the children for the purpose of deporting them subsequently to Calcutta or elsewhere with a view to make some use of them there, and so eventually reap advantage from their education.

This was gravely told me by many people, but I found that most of those with whom I conversed were quite willing to listen to what I had to say to them, and they generally appeared satisfied on my explaining to them the real motive of Government, and I have little doubt myself that the story was spread abroad by designing persons belonging to the landowner class, whose object it is to keep the mass of the people in the same ignorant and helpless condition they have always been in, and thus prevent them, if possible, from

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acquiring a position which would make them more independent, and more able to free themselves from the various acts of oppression which are practised towards them.

The landowners as a rule consequently cannot be said to have looked with favour on the scheme, and little or no active assistance has been afforded by them; still the schools generally, as far as we can judge at present, have been fairly successful, and I do not doubt for a moment that if constant and close supervision can be exercised—and this is the chief requisite particularly in this part of the country—they will be fully successful and be thoroughly appreciated by the mass of the people.

One of these new pathshalas, the one at Khatanga, was inspected for me a short time ago by Babu Rakhal Das Haldar, a gentleman who always evinces the liveliest interest in education, and the account given by him is, I think, very satisfactory. He writes: "I visited the primary school at Khatanga. It has been established a little more than a month ago; the teacher is a Bengali settler. I found 18 pupils, of whom 8 were Uraons and the rest pure or mixed Hindus. Two boys came to the school with a slight knowledge of reading and writing, all the others began their alphabet at the pathsala, and they have made satisfactory progress. I was glad to find the Uraon lads reading and writing with as much alacrity as the Hindu boys. The guru evidently takes an interest in his work."

As I have remarked above, more difficulty was experienced in Palamow in opening schools than in Chota Nagpur.

Mr. Forbes, the sub-divisional officer, in connection with this subject, says:—There has been very much to contend with, and the attempt to introduce them has been one continual struggle. Rumours of the absurdest kind spread throughout the district regarding the intention of Government, and it was with the greatest difficulty that parents could be induced to let their children attend; in a few exceptional places only were the Committee petitioned to open a school. Everywhere I went my ministerial officers and myself had regularly to preach to the people the advantages now offered them, but our statements were received with the greatest incredulity. The question invariably put was, "Why this extraordinary liberality on the part of the Sarkar."

"By some I was gravely told that they believed the Government wanted to educate the children and then carry them off to do service in some distant country, by others that the Government intended to send the children to England to be eaten!! and many other equally absurd tales."

Again Mr. Forbes writes:—"During my tour among the Government villages to the south, I was in great hopes that my attempts to establish pathshalas would be most successful. The farmers and ryots appeared delighted, and of their own accord promised to send all their children, both boys and girls, to school; but in the interior some scheming Bannias put all kinds of fears into their heads, and all my attempts up to the present time have been fruitless."

Another great difficulty which has been experienced is the scarcity of good and suitable men to act as teachers. It is very desirable, if possible, to appoint to the pathshalas gurus who are residents of the villages in which the pathshalas are situated, but when such men have been looked for, they have seldom been able to be found. Indeed the number of men available for such appointments anywhere is very limited, and many of these men are considerably below what ought to be the standard. For the present, however, it is necessary to put up with what we can find, but we may look for a gradual improvement taking place when the normal classes which are contemplated both at Ranchi and Daltonganj are fairly established.

The Deputy Inspector of Schools has reported that his obligations are due to the gentlemen named in the margin, and who are residents in the interior of the district, for the interest taken by them in the cause of education during the year, and Mr. Forbes, the sub-divisional officer of Palamow, states that he has received most substantial aid in the way of supervision from Patta Rughubar Dyal of Pagar, whose efforts in the cause have been most praiseworthy.

Revd D. Didlangues
Maulvi Gnyaffurahi
Extra Assistant Commissioner, Lohardaga.
Babu Ram Mohan Sikhar, of Rihay

Report of the school of the Chota Nagpore Anglican Mission for the year ending 3rd March 1873.

RANCHI BOARDING SCHOOLS.—During the past year the number of pupils in the Ranchi boarding schools has been remarkably steady. We have no longer to complain, as we used to do every year, of children running away from school to their villages.

Some lads who had learnt what is ordinarily sufficient for such as to get their living by cultivating the ground, were sent to their homes towards the end of 1872, to make room for others, but very few left of their own accord.

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Very many applications for admission to the school had to be refused for economical reasons.

At the end of March 1873 the number on the books was 228, all except 9 being Christians. The boarding school contains 118 boys and 62 girls, and 48 children attend the school as day-scholars. The average attendance has been 203.

During the year various changes have been made in the arrangement of the classes, a detailed description of which would not be interesting.

The whole school is divided into 10 classes, each having its own teacher. The only non-Christian teacher employed is a pandit, who teaches the upper classes Hindi.

The standard of education has been somewhat raised throughout the school, and the training class, which is composed of the 1st class students, and the teachers, have made considerable advance in the subjects on which they have been engaged.

There have been 16 in this training class during the year.

The syllabus of studies is—

ENGLISH.

Christian Vernacular Education Society's Book V, 10 months' portion.
Grammar (Cornwall's)—Verbs and part of Syntax
Translation.—History of India (C. V. E. S.) to the Ghorian Dynasty.

MATHEMATICS.

Arithmetic—Interest, Practice, Vulgar and Decimal Fractions.
Geometry.—Euclid, Book I, 28 Props

HINDI.

Babu Siva Prasad's Ghutka
Life of Christ in Hindi verse.
Reading MS. Hindi
In addition to this the 1st class students have their additional subjects:—

RELIGIOUS INSTRUCTION.

Old Testament—Judges, Ruth, I and II Samuel.
New Testament—St. Luke.
Church Catechism
"Faith and Duty."

HISTORY

History of India (Hindi)—Marshman's Ancient History (N. W. P. Government publication).

GEOGRAPHY.

Africa and America; India and Palestine more minutely.

The teachers are engaged eight hours during the day—four hours teaching and four hours receiving instruction. This plan of including the teachers in the training class, which was commenced nearly two years ago, has answered admirably. This involves a great increase of labour on the part of the head-master, but this is amply repaid by the improvement of the teaching staff.

A great deal more attention has lately been given to the reading and writing of the Kaithi Hindi, which differs considerably from the printed character.

An improvement has been observable in the teaching of the lower classes. Much less time than formerly has been spent over the alphabet and elements of reading.

Possibly it may be thought by some that it is not necessary to teach English to such children as we have in our schools; but since a principal object is to train up teachers, we think it most desirable that at least so much English should be taught as will make it possible for teachers to consult English books.

From the 1st class three young men have been appointed to important mission schools in distant villages, and two others have obtained employment in Government pathshalas.

In the industrial class there were 12 lads; of these four have continued to work, one as a tailor, one as a book-binder. One has gone to Assam as a school teacher, and two have gone to their homes.

EVENING SCHOOL.—The evening school at Ranchi, which at the beginning of the year contained only 15 men and boys, has assumed very considerable proportions. Fifty or sixty now attend, half of this number being heathens. Nearly all of those who attend the evening school work in the day. This school owes its success entirely to the exertions of the

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Rev. W. Luther (Native Pastor of Ranchi), who has taken the entire conduct of the institution into his hands, and obtained a few volunteers to help him in teaching. At present the instruction is very elementary.

VILLAGE SCHOOLS.—For years past we have had to lament our want of success in our village schools. We felt that two great wants must be supplied before any great improvement could be looked for. The first was an inspecting schoolmaster, and the second, better trained teachers. Something has been done to supply these wants.

We have now very well qualified teachers in five of our schools, four of them being stationed in the same villages with the deacons who were lately ordained as pastors of Christian congregations. An inspecting schoolmaster has also been appointed, and has done his work so far satisfactorily. He has generally given an unfavorable report of the schools which he has visited, which shows so much at least that he sees they are not what they ought to be. His sole work is to go round inspecting every school once a month, examining the classes and reporting on them and advising the teachers. Signs of improvement are manifest; there is more work being done and more appearance of life and zeal in the teachers.

The number of children in every school has increased since the inspector began his regular visitation.

In a considerable number of places evening schools for those who are engaged in the day have been instituted and are flourishing.

There are 11 principal schools (day), containing nominally 273 children, boys and girls. The average attendance is only 189.

In the evening schools there are 157 scholars. Want of oil for lighting is very often pleaded as an excuse for the irregularity or non-existence of an evening school.

When the village people are busy and children are obliged to help, the village schools will be closed for a time, and all the teachers will be called in to Ranchi for further training. They do not teach the alphabet and first elements of reading at all well, and much time is lost by beginners. They will receive instruction in the art of teaching, and will have a class of little boys to practise upon.

The Rev. F. Stenbergs's Report on the Educational Institutions of the G. L. Mission in Chota Nagpore for the year ending March 1873.

1 The following schools belonging to the G. L. Mission were in existence in Chota Nagpore during the year under report:—

- | | | | | | |
|----|--|----|-----|--------------|--|
| 1 | A seminary | .. | ... | } In Ranchi. | |
| 2. | A boarding school for boys | .. | ... | | |
| 3. | A boarding school for girls | .. | ... | | |
| 4 | A boarding school for boys in Burju. | .. | ... | | |
| 5 | A village school in Boda near Lohardaga. | | | | |

2. The seminary was divided into two classes, the 1st class numbered seven pupils. The course of instruction comprised singing, arithmetic, general history, geography, Hindi classics, English, Greek, exegesis of the New Testament, inculcation of the principles of positive divinity, doctrine of symbols, homiletical and catechetical exercises, and pastoral theology. The pupils of the second class were instructed in singing, arithmetic, geography, universal history, Hindi classics, English, Greek, church history, and sacred history of the Old Covenant.

At the close of 1872 the pupils of the 1st class underwent an examination, which five of them passed. These have been put in temporary charge of small congregations in the district under the supervision of the missionaries, to enable them to get a thorough insight into the practical working of the different parishes preparatory to their receiving ordination. The remaining two have been employed as teachers, the one in the Ranchi boarding school, and the other at Boda, in the Lohardaga diocese.

At the commencement of this year there were 13 pupils in the seminary, who formed one class. We were unfortunately obliged to dismiss two of them for misconduct, and a third left because his services were required by his relations. The rest of ten pupils received instruction in the above-mentioned profane subjects, to which were added introduction to the different books of the holy scriptures and exegesis of the Old Testament, church history and dogmatics.

3. There were on an average 110 boys in our Ranchi boarding school during the year, who made up seven classes. They were taught singing, reading, writing (Hindi and Roman characters), drawing, arithmetic, geography, sacred and profane history, and catechism. Latterly we have deemed it advisable to teach them also Kaithi writing, in order to enable the pupils of our schools to meet the exigencies of public life, which require a knowledge of this kind of writing afterwards independently of other.

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*

The system of our teaching has been regulated in this way, that those boys who are less gifted can leave our school after five years to make room for fresh comers. This arrangement permits us to bring a larger number of Kol boys under the influence of instruction than would be possible under different circumstances. The more talented pupils are transferred to the upper classes and prepared for the seminary.

In order to accustom the boys to cleanliness and labour, and to prevent their being alienated from that kind of work which is common to the class of people they come from, they have to do up their own rooms, and are also employed after school hours in some outdoor works, such as road-mending, gardening, compound sweeping, &c. Besides this every boy gets a piece of ground as his temporary property, which he may cultivate at his own pleasure. During leisure hours they play or do gymnastics on a limited scale.

Three European Missionaries, assisted by two pandits and six native teachers, bestow all their time and strength upon the effective carrying on of the seminary and the school. Another European, who has been specially trained for this kind of work, has been put in charge of the boarding house to superintend the household management.

4. The girls' boarding school had three classes, and numbered 50 pupils on the average during the year. Instruction was given in singing, reading, writing, arithmetic, geography, bible history, and catechism.

The girls have to cook their own food and to sew their own clothes, as it is necessary to fit them out for their future household duties, not only by Christian education, but also by practical household work.

5. The Burju boarding school, with 50 boys in three classes, is under the charge of a European Missionary, who himself takes part in the teaching and superintends the work of the three assistant native teachers. The instruction was limited to singing, reading, writing, drawing, and religious subjects. The boys remain two years in the school, and after having received that elementary training which seems necessary for individuals who are members of a Christian congregation, they are sent to their homes. Boys who promise well are put into the higher classes of the Ranchi school. The boys are allowed one hour daily to take some constitutional exercise.

6. There is a village school in Boda, in the vicinity of Lohardaga, under the charge of a master trained in our seminary, as mentioned above. The pupils, 25 to 30 in number, are instructed in religion, reading, writing, and ciphering. Similar schools have lately been got up amongst the Urans west of Ranchi, which will be reported upon next year. I may here mention that a number of schools has been established by the Rev. Didlunkies in the Govindpur district; but as these schools do not belong to the Mission (being Government schools under the voluntary local supervision of the Missionary), the undersigned does not feel himself called upon to include them in this report.

7. The schools mentioned under paras. 2-6 are all maintained from funds supplied by our home Committee, with the partial exception of the Ranchi boys' school, which is in receipt of a grant-in-aid of Rs. 50 per mensem; and considering that all these schools assist to a certain degree in the advancement of education and civilisation amongst the Kol population of Chota Nagpur, serving thereby the interests of the state as well as those of the Mission, the undersigned avails himself of this opportunity to bring these schools again to the favorable notice of the authorities, with the request to assist them with their liberal support.

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SINGBHUM.

The district of Singbhum is the one in which there still lingers the last vestige of the paternal despotism of Government. The Deputy Commissioner manages every branch of the administration. He is the father of his people, and they at present like to have it so. They are brave, almost reckless, against wild beasts; but from their experience of the power of the British Government, which stepped in to put down their rebellion against the Maiurbhunja Raja in 1835, and which showed its strength in the Mutiny, they believe in its unbounded resources, though in Singbhum itself there is little ordinarily to remind them of the fact. Their belief in things unseen may be connected with their morbid fear of ghosts, which drives them to commit cruel murders of people suspected of witchcraft.

The district was once part of Orissa, and that language is still cultivated by many of the Hindu inhabitants, though the mountain ranges and dense jungly country between the plain of Orissa and that of Singbhum must always have rendered communication difficult. On the north of Singbhum mountain ranges separate it from Lohardaga, whose chief language is Hindi, and from Munbhum, whose language is Bengali. The Tamarians are found in considerable numbers in Singbhum, and come from the lower plateau on the south of Lohardaga. They pass by other names in the census report. On the east is the Bengali-speaking country of the Raja of Dhalbhum, and on the west the wild hill tracts of the Tributary Mehals stretching away to Central India. Singbhum is the least known, and perhaps the most beautiful portion of Bengal.

The population of Singbhum according to the census is 415,023 in an area of 4,503 square miles. The population is thus divided according to age, sex, and creed. There are no Buddhists in Singbhum.

	MALES		FEMALES		TOTAL	
	Not exceeding 12 years	Above 12 years	Not exceeding 12 years	Above 12 years	Males	Females
Hindus	45,241	60,046	38,153	60,202	105,277	104,855
Muhammadians	474	80	372	86	1,279	1,208
Christians	201	230	104	27	481	421
Others	42,701	58,398	38,598	62,575	100,939	101,115
Total	88,617	117,800	77,227	129,840	207,936	207,097
					415,023	
Percentages on each section of the population					Percentage on total population	
Hindus	21.6	24.1	19.2	31.6	50.5	
Muhammadians	19.1	2.4	14.9	3.6	0.6	
Christians	23.6	27.0	2.8	2.6	0.2	
Others	41.1	28.8	19.1	31.0	48.7	
Total	21.6	28.7	18.6	31.9	100.0	

In Singbhum we see that the Musalmans number 2,457, or form only .6 of the population, the smallest number, I believe in any district of Bengal except the Tributary Mehals. The Christians are not so numerous as I had expected. The Hindus and non-Hindus divide almost equally the rest of the population. As to age we see 40 per cent. of the population under the age of 12 years. Hence Singbhum ranks as one of the most prolific regions in Bengal. The old people still remember the troublous times 40 years ago, and the increase in the younger portion of the population may be a natural consequence of peace for two generations. A generation is less in years in India than it is in England.

The census tables of occupations shew in Singbhum one schoolmaster, 2 munshis, 28 teachers, and no students. Hence the mistake as to attendances on the 1st January was universally made in this district, and the educational portion of the census return is incorrect.

There are 88,617 boys under 12 years of age, out of whom 40,660 might attend school. By the returns there were on the rolls on 31st March 3,144 pupils in—

	Pupils,	Schools
The Government English School ...	76	1
The Aided English School at Ghatsilla ...	49	1
Total in English Schools ...	125	2

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	Pupils.	Schools
The Government Vernacular Schools ..	633	4
Aided Vernacular Schools under Native managers ...	246	3
Pathsalas under the old rules ..	610	16
Pathsalas under the new rules ..	1,530	38
Total in Vernacular Schools	3,019	61
Total	3,114	63
Total returned in 1872	1,022	34

The pupils are three-fold more than they were twelve months ago, and the chief part of the increase is due to the new pathsalas established under the orders of the 30th September and 5th October 1872.

The languages studied are English, Hindi, Bengali, and Uriya. 111 students learn English, of whom 76 study also Hindi, and 35 Bengali.

In 61 vernacular schools 2,631 study Hindi, 386 Bengali, and 1 Uriya. The column about the average age has been a trouble to the Deputy Inspector here as elsewhere. His figures shew that the average age of pupils in the new schools is 15 years.

The sum of Government money spent on two English schools was Rs. 2,641, and on 54 vernacular schools was Rs. 2,142, but many of the vernacular schools received assistance only for a few weeks before the end of the year. The expenditure next year on vernacular schools will be greatly increased.

The District Committee so fully describes the great work of the year, the extension of vernacular schools, that I have no hesitation to introduce their report *in extenso*.

The District Committee forward a separate report on the Government English school at Chaibassa. It is there shewn that in August last the school was raised from a middle to a higher English school, but that owing to the demand for teachers in the newly established pathsalas, and because the best available teachers were the pupils of the zillah school, the numbers had been reduced from 91 to 76. The Government expenditure on the school was Rs. 2,345-15, and a sum of Rs. 270-1 remained to be carried to the account of the present year. The yearly cost to the State was nearly Rs. 33 a head.

The return of social position for the Government schools shews that the two Rajas of Dhalbhum form the upper class; that 47 boys were in the middle ranks, all of them but 7 belonging to Government servants; and that in the lower ranks there were 27 boys, chiefly the sons of agriculturists and lower class Government servants. The head-master, Babu Sarada Prasad Ganguli, has won the esteem of the whole Committee, the Commissioner, and the Inspector, and has been recommended for an increase of salary. The third master is Porahram, a Christian Kol, of whom the report says that "his thorough knowledge of almost all the vernaculars of the district, joined with an unremitting industry in the discharge of his duties, make him one of the most useful hands in the school." The examination of the school seems on the whole to have given satisfaction. Dr. Manuk, (Civil Surgeon, gave a prize for English composition, and Mr. Ritchee, the District Superintendent of Police, gave one for surveying. The examiners having complained that the boys' handwriting was poor, though they knew that separate marks were given for handwriting, the Committee impress carefully on the masters the necessity of attending to this useful art.

Of the pupils in the Government school there were 23 Bengalis, 9 Beharis, 19 Uriyas, 16 Kols, 2 Santhals, 2 Tamarris, and 1 from each of five other nationalities.

Extract from the Report of the District Committee of Singbhum.

THE District Education Committee, since their appointment in November last, have been chiefly occupied in the extension of primary education and establishment of primary schools in the district. The primary schools, therefore, claim their first consideration in this report.

Before proceeding to furnish statistical information on the number, strength, and funds of these schools, the Committee beg to record the means they adopted, and the plan on which they proceeded, to carry out the intentions of His Honor the Lieutenant-Governor regarding primary education, expressed in his resolution of 30th September last. The resolution vested considerable powers in the Deputy Commissioner, who could carry out alone and uncontrolled the views of the Government independent of the District Committee. But a singular coincidence of opinion between himself and the Committee on all important points connected with this subject, joined with an earnestness on the part of the latter to render him every

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assistance in their power, led the Deputy Commissioner to place implicit reliance on them, and to carry on the work, not only in *consultation* with them, but *through* them. Consequently the Education Committee in this district had to take a more active part in the establishment of primary schools than was perhaps contemplated in the Government resolution or was done in other districts.

The establishment of primary schools in this district with Government grants dates from February 1872. The amount then sanctioned was Rs. 33 per mensem for the support of 6 schools, 3 of which were opened in the Kolhan and 3 among the Santlial and Bhumij population of Dhalbhum. The next sanction was obtained in July of the same year: the amount granted was Rs. 50 per mensem for the establishment of 10 schools, 6 of which were opened in Government Kolhan, 3 in Parahat Kolhan, and 1 in Kuchang, in Pargana Seraikella. These latter schools were established simultaneously with the schools opened after the sanction of 30th September.

The sanction of 30th September granted Rs. 200 per mensem in addition to Rs. 83 granted by the previous sanction; and as its assignments were made according to the population of each district, Singhbhum received a smaller sum than other districts—an amount insufficient for the requirements of its backward and scattered population; consequently the District Committee, in consultation with the Deputy Commissioner, had to make as economical a distribution of it as was possible under the circumstances.

In Kolhan, where the people showed less inclination than anywhere else to pay for education in addition to the provision made by Government for its support, the Committee were obliged to allow the maximum grant of Rs. 5 per mensem.

In the Ward's estate of Dhalbhum, and the estates of the zemindars, where the population being partly Hindu and partly non-aryan were to a certain extent accustomed to pay for education, the grant allowed was Rs. 2-8 per month.

In Parahat, which is a Government sequestrated estate, three aided vernacular schools, partly supported by the people by contribution of a cess on land at 8 annas per *hal*, were already in existence. To villages situated at some distance from these centres, which could not avail themselves of these schools, but at the same time paid for them, the grant allowed was the same as allowed to villages in the Government Kolhan.

The number of primary schools established up to 31st March on 5-rupee grants, including schools by the two former sanctions, was 41, of which 33 were in Kolhan, 4 in Parahat and Parahat Kolhan, 1 in Kuchang, and 3 in Dhalbhum; and on 2½-rupee grants 12 in Dhalbhum. In addition, and at Rs. 5 per mensem was given from the Primary School Fund to the two mission schools at Chaibasa.

The reception of our schools by the people was on the whole most encouraging. The Kols to the distance of 30 miles around Chaibasa most readily accepted them. Those living beyond that limit generally in remote and uncivilized parts of the district were at first a little backward. Some mischievous agents, whom all our exertions failed to discover, circulated evil stories among them regarding our motives in establishing these schools. Our schools, they said, were so many engines for the conversion of the people to Christianity, or traps for catching young men for transportation to Assam or Cachar for service on tea plantations. The simple people at first believed them; but on coming to know that nothing of the kind was intended, they began to send their children to the schools. In one village only we had to contend with a serious difficulty,—the firm and inveterate belief of the Kol in omens. It happened that on the day the school was opened there, as the boys, preceded by their elders, were coming to join it, a kite pounced on a brood of chickens and carried off a young fowl. The event portended calamity of the direst kind to the village, and it was laid at the door of the poor school. The children deserted *en masse*, and carefully avoided even its precincts. The Deputy Commissioner, who happened to be then in that part of the district on his cold weather tour, on learning of this circumstance, sent for the village elders and tried his best to quiet their apprehensions. His remonstrances were so far successful as to induce the people to send back their children to the school; but I fear as an instrument of good it has lost its prestige among them, and has no hope of recovering its position unless the year happens to be a remarkably propitious one to cattle, crops, and men.

In Dhalbhum, where the people are more knowing, no such difficulties were experienced; on the contrary, they came forward most readily to accept our schools with offers of half the amount of our contributions. Seraikella and Kharswah came forward later, but not with money applications for grant; but Kera and Dugni are still lagging behind.

In the selection of teachers for our primary schools the principle recommended by Government was followed as far as was practicable. Almost all our teachers for Dhalbhum were selected from men of the old *gurumahashay* class, most of whom are natives of the district. In Kolhan, where such men are rare, we largely employed the ex-students and the most advanced students of the Chaibasa School, and posted them to villages as near their homes as possible. In villages where we found men already settled as schoolmasters, we always confirmed them in their posts. In Dhalbhum, with the solitary exception of a

Chota Nagpore Division—Singbhum

Santhal, all our teachers are Hindus of the Khasia class. In Kolhan 18 of our teachers are Kols, 4 Tamaris, 2 Tantis, 1 Bhuma, 5 Hindus, 4 Christian Kols, and 2 Muhammadans.

As several of our teachers for the Kolhan were young men fresh from school, we had to send them out with certain rules for their guidance and a routine of studies for their schools. The routine was framed on the plan proposed by Mr. Woodrow, with modifications suited to the requirements of the district. The school hours were prescribed from 7 to 10 o'clock in the morning, and from 3 to 5 o'clock in the afternoon, with an hour in the evening for gymnastic exercises. Particular injunctions were laid on the guru to allow a relaxation of the rules of attendance during seasons of work. Our object being to impart an elementary education in reading, writing, and arithmetic, we thought we could easily accomplish it without entirely withdrawing our pupils from their usual occupations at home.

The classes that attend our primary schools are chiefly agricultural, and mostly belong to the non-Aryan tribes; about 1,130 of our pupils are Huns, 700 are Hindus, 60 are Santhals, 40 are Bhumas, 4 are Birwas, 86 Bhumij and Tamaris, 8 Uraons, 4 Gonds, 3 Muhammadans, and 4 Christians.

The number on the rolls of our village schools shows satisfactory results: 2 schools show above 80 names on their rolls, 5 above 60, 11 above 40, 24 above 20, and only 6 below 20. The average number on the rolls is about 39. The schools of Kolhan show a decided superiority in attendance over the Dhalbhum schools.

The amount placed at our disposal for expenditure on primary schools, reckoning from December 1873, when we commenced our operations, up to 31st March last, was Rs. 1,132, at Rs. 263 per mensem. We expended up to 31st March Rs. 880, and effected a saving of Rs. 252, and as we have not lost this amount by lapse, we can distribute it over the 12 months of the current year, and thereby secure an additional income of Rs. 21 per mensem, which raises it to Rs. 304. Our expenditure likewise in the current year has already risen to Rs. 293 per mensem, so that we have come up almost to the verge of our means. What course to follow next is now our chief consideration. Are we to stop our operations here, or extend them with savings effected by the reduction of former grants? or as a last resource apply to Government for further grants?

As for stopping our operations altogether, it does not seem to be practicable at present. Applications for grants are constantly coming in from Mankis, Mundas, and zemindars, and when based on reasonable grounds, we do not see how we can entirely refuse them. Our normal class scheme has not yet been carried into execution, and neither can we postpone it further. Unless we supply these wants we cannot think of stopping in our career.

With regard to reduction of grants which have been previously sanctioned, we think it practicable only in the case of the three Dhalbhum schools and the school at Govindpur in Kochang, which are enjoying 5-rupee grants by a former sanction. We can reduce their grants to Rs. 2-8 and bring them to the same level with other schools established in those parganas. But the reduction of grants of our Kolhan schools is not practicable. If we commence with flourishing schools we do injustice to their gurus, and if with backward schools, we crush all hopes of their future success. Our best policy with these schools will be to keep them undisturbed in the possession of their present grants till time and circumstances allow their reduction. If we adopt any sudden change now, a change which will touch the pockets of the people, it will considerably frighten them.

Our shortness of funds will not allow us to proceed on any considerable scale in the normal class scheme, and neither its formation on any such scale is at present necessary. Most of our village teachers are well grounded in reading, writing, and common arithmetic, and do not require much instruction in those subjects; but very few of them have a proper knowledge of zemindari and mahajani accounts and simple mensuration, and it is necessary to open a class for teaching them these subjects properly, which we think we can do at an expenditure of Rs. 10 or Rs. 15 per mensem.

Before concluding my report on primary schools, I beg to state that the construction of our school-houses has been actively taken in hand by the people, and that most of them will be completed before the commencement of the rains.

II.—Aided Vernacular Schools.

The aided vernacular schools in the district are the three Porahat lower class vernacular schools, having a grant of Rs. 12 per mensem from Government. The number on their rolls is 256, against 218 of the previous year. It is satisfactory to notice that the Dalaikeela school, which was behind the other two schools last year, has considerably improved in position, and shows an increase of 34 pupils on its rolls. The Goalas, who were so backward before, now more largely avail of it.

With reference to a remark in the report of the officiating Sub-Inspector of Schools regarding the pay of the teachers of these schools, I beg to observe that in a district like Singbhum, where living is cheap, the pay of Rs. 10 per mensem for a schoolmaster of a vernacular school, if he is a native of the district, is not so low as the Sub-Inspector considers it to be,

Reports of Inspectors of Schools.

and instead of merging these three schools into one on the ground of their inferior establishment, as the Sub-Inspector suggests, we think it would be more advantageous if we could raise their status and convert them into middle class schools by a slight increase of Government grant and the addition of a lower teacher to each.

III—Model Vernacular Schools.

The four model schools in Singbhum have done wonderfully well in the year under review. The total number of pupils on their rolls is 633, against 281 of the year before, shewing an increase of 352 pupils. It is satisfactory to notice that the Jagarnathpur school has much improved in efficiency under able teachers, and that the Kharsowah school has had a large accession of pupils to it owing to the exertions of the thakur, who now takes a warm interest in its welfare. The number of candidates who appeared at the last vernacular scholarship examination from the model schools was two, one from the Kharsowah school and the other from the Chaibasa school. The Chaibasa candidate was successful. The industrial class in connection with this school has also proved a success, and is attended by about 60 Kol pupils, who learn carpentry. The Kol pupils of this school, who were free before, now pay a schooling fee of half anna each per month.

IV—Middle Class English School.

The middle class anglo-vernacular aided school at Ghatsilla simply retains the position it held before without shewing any decided improvement either in the number or progress of its pupils. The condition of the school was, however, reported satisfactory by the Deputy Commissioner as well as by the Assistant Commissioner, both of whom visited it in their cold weather tour.

V—Mission Schools.

The two Mission schools at Chaibasa belonging to the S. P. G. and the German E. Mission continue to maintain their usefulness. They have received each a grant of Rs. 5 per mensem as aid from the primary school fund.

VI—Girls' School.

In conclusion, I beg to record with sincere pleasure the establishment of a girls' school at Chaibasa, which was opened on 16th of April last and is supported by contributions from the European and Native gentlemen of the place.

The number of pupils on its rolls is 43, of whom 28 are Hindu girls, 4 Muhammadans, 1 Christian, 8 Kols, and 2 Santhals. The school owes its existence chiefly to the exertions of Captain Garbett, our Officiating Deputy Commissioner, to whom the best thanks of the Native community are due for supplying a great want among them.

Extract from the Report of the Officiating Deputy Inspector of Schools, Singbhum.

When I asked the Kols to send their children to school, they absolutely refused, saying, "If our children will attend the school then who will catch fish, on the sale of which we live, and who will cultivate the ground, which is the chief means of our subsistence?" After great endeavours I induced them to send their children to school, but they complain of the weakness of the understanding power of their children. I embraced the opportunity to point out some of the Kol officers of the court, and at last they consented to send their children to school.

On my late tour, when I visited the Kotghar School, persons flocked into the school house, and when I inquired of them why did they not send their children to school, they said they were afraid that their children, when a little educated, will be taken to Assam and Cachar to serve as coolies in the tea plantations there. On another time, when I visited the Boranga school, I collected all the Kols, and on asking them the reason why they did not send their children to school, they said that their sons were not old enough to attend the school, while one of them said, "What can you expect more from us? Do you not think this to be a wonder that we dare come before you, instead of getting within the thickest of the jungles, which we used to do."

* * * * *

Great inconvenience is met with in the distribution of the pay of the gurus. Some of the schools are so very distant from the sadar station, that it takes them a week or so to come from and join their schools; therefore it is necessary to adopt some means which may remedy this inconvenience.

In conclusion I have to state that in this district there is no regular dāk, either imperial or zemindari. The Deputy Inspector of Singbhum complains that when he is out on tour there are only two plans to get his letters forwarded to the station, either he must send them by his own servant, or entrust them to the "mankis" (headmen of the Kols), by whom they will be forwarded *safely* from village to village, but will take a fortnight to travel 60 miles.

Chota Nagpore Division—Singbhum.

Return of Schools in the District of Singbhum, compiled from the Return of the District Committee.

DESCRIPTION OF SCHOOLS	Number of schools	Number of pupils on the 31st March 1973	Government net grant for the year	RECEIPTS												Number of teachers
				From Government	FROM LOCAL FUNDS						Total	Expenditure				
					Fees and fines			Other local sources								
Higher Schools			Rs	Ls	A	P	Rs	A	P	Rs	A	P	Rs	A	P	
Government	1	70	2 61 0	2 315	15	0	414	1	0				2 710	0	0	4
Middle English																
Aided	1	40	39 0	295	10	3				448	7	3	2 44	1	0	3
Middle Vernacular																
Government	4	613	1 39 0	1 102	8	7	98	5	0				1 210	13	7	9
Lower Vernacular																
Pathshalas (old)	16	610	99 0	408	6	0							408	6	0	16
Pathshalas (new)	34	1 530	19 0	373	8	3	32	4	0	1	8	3	407	4	6	43
Aided	3	240	114	132	0	0				204	0	0	396	0	0	3
Total	57	2 386	3 060	1 003	11	3	32	4	0	265	8	3	1 311	10	6	63
Total of Government and Aided	63	3,144	7 4 7	4 748	0	1	515	10	0	713	15	6	6 006	9	7	78

Chota Nagpore Division—Manbhum.

Sixty boys out of every 100 are in their alphabet. This is the consequence of the sudden increase by nearly 4,000 pupils in the new pathshalas. In the higher English schools we have 101 in the primary stage to 65 in the two higher stages, and in the five aided middle English schools there are 134 in the primary stage to 41 in the middle stage, and none in the upper, or in every four boys three are in the primary stage. The same proportion exists in the middle English schools. As these schools have now been established several years; it becomes a question whether measures might not be devised for getting boys farther when at school. Many leave before they reach the higher classes. Only 6 in a thousand come within two years of the Entrance standard.

The social position of the pupils of the Manbhum schools is shewn in the following table :—

The following synopsis, compiled from the returns of the District Committee, will shew the receipts and disbursements of several kinds of schools in the district of Manbhum :—

Return of Schools in the District of Manbhum.

DESCRIPTION OF SCHOOLS.	Number of schools.	Number of pupils on the 31st March 1873.	Government net grant for the year.	RECEIPTS.					Expenditure.	Number of teachers.
				From Government.	FROM LOCAL FUNDS.		Total.			
					Fees and fines.	Other local sources.				
<i>Higher Schools.</i>			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Government	1	96	2,190 0 0	2,085 12 9	1,341 0 0	.....	3,376 12 9	3,376 12 9	4
Aided	1	70	456 0 0	336 0 0	201 8 6	698 8 0	1,236 0 0	1,259 0 0	4	
Total	2	166	2,646 0 0	2,371 12 9	1,502 8 0	698 8 0	4,612 12 9	4,635 12 9	8	
<i>Middle English.</i>										
Aided	5	175	1,080 0 0	988 0 0	614 8 0	946 8 0	2,549 0 0	2,549 0 0	12	
<i>Middle Vernacular.</i>										
Government	3	128	900 0 0	874 12 0	133 1 0	.....	1,007 13 0	1,007 13 0	6
Aided	3	156	648 0 0	617 0 0	334 2 0	475 6 0	1,426 8 0	1,427 2 6	7	
Total	6	274	1,548 0 0	1,491 12 0	467 3 0	475 6 0	2,434 5 0	2,434 15 6	13	
<i>Lower Vernacular.</i>										
Pathshalas (old)	21	654	910 0 0	836 0 0	619 0 9	.....	1,435 0 9	1,435 0 0	21
Pathshalas (new)	148	3,973	1,740 0 0	1,045 15 9	632 10 0	19 1 9	1,697 11 6	1,697 11 6	148	
Total	169	4,607	2,650 0 0	1,881 15 9	1,251 10 9	19 1 9	3,152 12 3	3,152 12 3	169	
<i>Girls' Schools.</i>										
Aided	1	39	192 0 0	148 2 3	.....	436 12 0	584 14 3	490 12 0	2
Total of Government and Aided	183	5,271	8,116 0 0	6,881 10 9	3,875 13 9	2,576 3 9	13,333 12 3	13,263 4 6	204	
Abolished schools .. .. .		.....		194 3 3	.....	...	194 3 3	194 3 3	..
Total	183	5,271	8,116 0 0	7,075 14 0	3,875 13 9	2,576 3 9	13,527 15 6	13,457 7 9	204	

No returns from unaided schools.

Reports of Inspectors of Schools.

Table of Social Position of Pupils—Mandhum.

MANAGEMENT	Number of Schools	Number of pupils on 31st March 1973	HINDUS				MUSALMANS			CHRISTIANS			OTHERS			TOTAL			
			Upper	Middle	Lower	Percentage not ascertained	Total	Middle	Lower	Total	Middle	Lower	Total	Upper	Middle	Lower	Percentage not ascertained	Total	
Higher Schools																			
Government	1	96	1	7	17		23	1	2	3			1	76	19			96	
Aided	1	70	34	34	32		60		4	4				94	36			70	
Total	2	166	1	210	49		103	1	6	7			1	110	55			166	
Middle English																			
Aided	5	175	5	91	100		166	0	2	7			2	95	72			173	
Total learning English	7	341	6	200	110		224	6	4	14			2	208	127			341	
Middle Vernacular																			
Government	3	125		64	43		125							86	42			123	
Aided	3	156		58	62		148	3	5	8				89	67			156	
Total	6	281		122	105		273	3	5	9				175	109			284	
Lower Vernacular																			
Pathshalas (old)	21	634	1	144	440		541	2	20	22			21	146	457			634	
Pathshalas (new)	142	3898	1	24	3475		3480		70	70			117	224	3671			3896	
Total	163	4530	2	368	3921		4021	2	90	111			138	370	4128			4530	
Girls' Schools																			
Aided	1	10		28	9		36							29	9			39	
Grand Total	177	5194	8	768	4152		4929	11	112	123			139	782	4403			5194	
Add 8 new pathshalas with 77 pupils	6	77																77	
Total	183	5271																5271	

* No returns

Table of Creed and Caste—Maabhum.

	Number of schools.	Number of pupils on 31st March 1873.	PUPILS.															TEACHERS.														
			Hindus.										Muslimans.		Christians.		Others.															
			Brahmans.	Khetris.	Vaydins.	Kayasthas.	Navashak.	Kaibarta.	Sonarbania.	Others above the lowest.	Doms, &c.	Rebaris.	Total Hindus.	Shias.	Sunnis.	Total of Muslimans.	Protestants.	Roman Catholics.	Total of Christians.	Kols and Santhals.	Total.	Brahmans.	Khetris.	Vaydins.	Kayasthas.	Sonarbania.	Navashaks.	Others.	Protestants, Christians.	Total.		
Higher Schools.			1	96	31	1	9	46	3	...	...	2	...	1	83	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	4
Government ...	1	70	84	1	22	1	...	2	3	...	...	...	66	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Aided ...	2	166	65	6	31	47	3	2	3	2	...	1	159	4	3	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
Total ...																																
Middle English.			5	17	101	7	3	28	24	1	...	1	...	165	7	...	7	...	2	2	...	1	1	9	...	...	3	...	...	...	12
Aided ...	7	34	101	12	34	75	27	3	3	3	...	1	324	11	3	14	...	2	2	...	1	1	18	...	7	...	...	...	...	...	20
Total learning English ...																																
Middle Vernacular.			3	128	78	31	11	...	2	3	...	2	129	...	8	8	5	...	1	6
Government ...	3	166	68	1	1	35	34	...	5	2	1	...	148	...	8	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
Aided ...	6	284	148	1	1	66	45	...	7	6	1	2	276	...	8	8	...	...	...	...	...	10	...	3	...	...	...	...	...	...	18
Total ...																																
Lower Vernacular.			21	634	167	30	6	16	174	3	46	102	28	19	591	16	6	22	21
Puthualas (old) ...	142	3,896	767	110	58	125	790	22	103	1,433	121	177	3,700	40	39	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	142
Puthualas (new) ...	163	4,530	934	140	64	141	964	25	151	1,527	149	196	4,201	56	45	101	...	...	...	...	...	...	...	...	...	...	...	...	...	...	163
Total ...																																
Girls' Schools.			1	39	9	13	4	1	1	8	...	2	38	1
Aided ...	177	5,119	1,237	153	90	253	1,049	29	172	1,543	150	201	4,929	67	56	123	1	2	3	117	23	159	72	6	7	95	2	7	9	1	188	
Grand total ...	6	77
Add 6 new puthualas with 77 pupils ...	183	5,271
Total ...																																

Chota Nagpore Division—Maabhum.

* No returns.

Reports of Inspectors of Schools.

The higher classes are represented by 8 students, all of them Hindus, and the middle class by 782, all but 14 of whom are Hindus.

The Christians attached to the Berlin Mission are not included in the returns. There are 65 boys and 62 girls in the school for Christians at Purulia, and some of the 77 pupils in the mofussil schools are also Christians. Out of the 4,403 of the lower classes, 4,157 are classed as Hindus—leaving only 112 Musalmans and 139 “others” The table of race and caste does not enable me to divide up this number, as 1,543 pupils are entered as Hindus between the Sonarbania and the lowest caste, and some of these may be the aboriginal tribes. Kols number 117 and Santhals 22. Colonel Rowlatt points out that the Bhumis and others not really Hindus are entered as belonging to that creed.

The Government of Bengal considers the summary by race and nationality more truly represents the number of the aborigines than that by creed. The race, caste, and nationality, may be thus summarized :—

RACE OR NATIONALITY	Ch'ta Narpur	Percentage	Hazaribagh	Lohardaga	Singbhum	Manbhum	Tributary Me-hals
Europeans, Americans, and Non Asiatics	1 517	1	1,387	91	20	30	
Eurasians	53		36	8		14	
Non-Indian Asiatics	3				2		
Aborigines (pure)	1 290 700	33 7	51 027	518,508	257 409	232 777	330 979
Semi Hinduised Aborigines	797 176	20 8	232 834	225 125	27,403	230,048	100,046
Hindus	1 521,277	39 8	421 573	412 024	124,125	48 854	70 801
Musalmans	109 006	4 4	72,319	58 211	2,497	33 622	2 348
Native Christians	14 226	4	170	12 087	830	539	
Others	28 613	8	2,310	9,374	2 747	12 576	1,406
Total	3,825 571	100 0	771,875	1 337,123	415,023	995,570	405,980

The Hindus in this statement are the sum of the entries under 66 different heads. The agricultural, artisan, labouring, boating, and miscellaneous classes of Hindus, all contain the convenient entry of “others” at the end of a list of castes, so that in reality the list of 66 castes may include countless sub-divisions. The term “others” in the abbreviated list includes the Baisnabs, Bairagis, Gosains, and Sanyasi, who are Hindus, but who do not recognise caste.

It is important to observe that by this division the Hindus, instead of forming 67·1 per cent. of the community, number only 39·8 per cent., while the aborigines and semi-Hinduised aborigines mount up from about 28 per cent. to 54½ per cent. In the conclusions that have been deduced in the report, it will be necessary to bear in mind that the term Hindu includes at its lower limits of caste many nationalities which are only partially Hindus. I am not sure if it would not be better to remove one-third of the percentages of Hindus and to add them to the term “others.” I am, however, prevented from doing so by the consideration that the boys at school are chiefly drawn from the upper castes of Hindus, about whose creed and nationality there is no doubt.

Extract from the Annual Report of the Deputy Commissioner of Purulia.

The number of schools under the Educational Department in this district of all classes open during the year amounted to 177, besides which there were 6 aided pathsalas belonging to the German Evangelical Mission, making the total number of schools at work during

Higher Class Aided Schools	2	amount to 183, as per margin
Middle Class Anglo-Vernacular and Vernacular Schools	11	The number of scholars, male and female, present at the schools on the 31st March 1873 was 5,271, being an increase of 4,115 compared with that at the close of the previous year, besides which there are a large number of indigenous unaided pathsalas having an attendance of about 1,500 more pupils, so that at the close of the year under report there were about 6,771 boys
Lower Class Vernacular Schools ..	21	
Purulia Girls' School	1	
Primary Schools	148	
Total	183	

and girls receiving education of various sorts, which out of a population of 995,570 gives a proportion of one scholar to every 147 persons, or of one in every 24½ of those who ought to go to school, taking this at one-sixth of the whole population, or, in other words, only one child goes to school whilst nearly 24 stay away who ought to go.

Chota Nagpore Division—Manbhum.

HIGHER CLASS ENGLISH AIDED SCHOOLS.—Of this class of schools there are only two in this district. The number of scholars in the Government school at Purulia has increased from 72 on the 31st March 1872 to 96 on the 31st March 1873, notwithstanding the fees had to be raised in consequence of the withdrawal of a portion of the Government allowance previously granted. The progress in their studies made by the pupils was not altogether satisfactory, owing principally to the number of masters being deficient, and to the continued ill health of the head-master, who has applied for a pension since the close of the year, which, when granted, the opportunity will be taken to reduce the pay of the head-master from Rs. 150 to 100 a month, and out of this saving two others will be appointed on Rs. 30 and 20 respectively. Out of seven students who went up to the University Entrance Examination, only one passed in the second division, which is not creditable to the school. During the year a spacious library room has been completed by private subscription and Government donation, and a gymnasium has been started for the use of the boys, which affords them good healthy exercise, and which will be the means, when out of school, of developing their bodily powers *pari passu* with what is being done for their mental organization when in school.

In the Pandra school the number of scholars was 70 at the close of the year, against 46 on the 31st March of 1872; but the progress of the boys was not as good as it might have been, and none were sent up to the University Entrance Examination. The school is almost entirely supported by Rani Hingan Kumari of Pargana Pandra, who takes a lively interest in the cause of education. The Government grant amounts to Rs. 38 a month, whilst the Rani contributes Rs. 71, besides feeding a large number of the boys who attend the school. She sets a bright example to all the other landholders in the district, but this, I regret to say, they do not follow.

MIDDLE CLASS ANGLO-VERNACULAR AND VERNACULAR SCHOOLS.—There were only 11 schools of this class, against 17 in 1871-72, six having been either abolished or transferred to other districts.* In these schools the number of scholars

* Seven closed and four transferred to other districts owing to changes in the boundaries of Manbhum.

being taught was 459, against 691 in 1871-72, so that the average attendance at the schools retained had slightly increased. In the five anglo-vernacular schools the number of scholars amounted to 175, and in the six purely vernacular schools to 284. The attendance at these schools is rather small, and this I attribute in a great measure to the high flown Sanskritized style of Bengali which is being taught in them, and which the people neither appreciate nor desire their children to learn. The subject was brought forcibly to my notice whilst on tour in the interior of the district, when I ascertained that boys had actually been withdrawn from one of these schools on account of the obstacles thrown in the way of their learning by the adoption of this difficult and, to ordinary village youths, incomprehensible style of language. The books used in these schools require to be all changed.

LOWER CLASS VERNACULAR SCHOOLS.—In these schools the pandits get Rs. 5 a month. There were 21 schools of this class during last year, the former number having been increased by the allotment to this district of ten extra schools of this denomination out of a total of 50 sanctioned by Government order dated the 31st July 1872 for the whole province. The total number of scholars attending these schools was 634, or on an average 30 in each school, which is, I consider, much below what it would be if the books and language taught in them were of simpler and less erudite form. The observations I have made above regarding the style of language used in the middle class vernacular schools apply also to these schools, and in an enhanced degree; for as the instruction imparted is of a lower standard, the books used should also be simpler, and the language approach more nearly to that in colloquial use amongst the people, whilst that which is used is far above the comprehension of the class of boys for whom these schools are set up. The consequence of which is that many fewer attend these schools than would be the case if the kind of instruction offered was better adapted to their wants and capacities. We do not want a body of learned pandits, but should give a sound, moral, and useful kind of education, which would benefit and improve the masses.

PURULIA GIRLS' SCHOOL.—In the girls' school established in Purulia in 1871 there are now 39 girls on the rolls, with an average attendance of 37, compared with 29 on the registers in 1871-72. During the year a substantial and commodious building has been completed for this school, which besides providing class-rooms for the girls, also affords accommodation to the mistress, who resides there. This has been entirely constructed from private subscriptions, besides which the Government also contributed Rs. 300 for the purchase of furniture, &c. It is now well supplied with all requisites, and has a good stock of maps. The girls are learning Bengali and fancy wool-work, and have, considering the short time the school has been in existence, done fairly well.

PRIMARY SCHOOLS.—Under the resolution of the Government dated the 30th September 1872, the sum of Rs. 1,900 was allotted to this district for the remainder of the year 1872-73, or Rs. 475 a month, commencing from the 1st of December 1872, and in order to employ

Reports of Inspectors of Schools.

this money to the best advantage and obtain the advice and suggestions of the members composing the District School Committee, a meeting was held on the 13th of November 1872, when the following programme of proceedings was resolved upon:—

I. “By the first resolution, dated the 30th September, all ordinary Government schools are placed under the management and supervision of the District Educational Committees. The Government will, it is stated, allot a certain sum for grants-in-aid to each district, distinguishing the allotment for middle and higher education, and that for primary education grants for aided schools of the former class will be made on the recommendation of the Committee, the opinion of the Inspector of Schools being required in each case, but the sums devoted to primary education will be allotted by the Magistrate and Collector with the advice of the Committee.”

II.—“In the second resolution of the same date the Government has assigned the sum of 4 lakhs of rupees for the purpose of assisting and promoting indigenous education of a primary character for the whole of Bengal, out of which Rs. 1,900 have been assigned to Manbhum for the year 1872-73, and Rs 5,700 for the year 1873-74, which, commencing from the 1st of December 1872, is at the rate of Rs 475 per mensem.”

III.—“The object of the Government in making this assignment is to encourage and develop in rural villages proper indigenous education, to consist of reading, writing, and arithmetic only in the common language and character of the country. The money now granted may be expended either in giving assistance to the masters of indigenous schools already established or in setting up new schools in villages where there is not one at present; in both cases the schools must be kept up efficiently according to native standards, and be open to inspection and examination by the officers of the Educational Department.”

IV.—“The sum to be allotted to any one school is in no case to exceed Rs 5 a month, and where aid is granted to a school already established, this should not exceed Rs 2-8 or 3 a month, the rest being made up by the villagers themselves or the owner of the village or zemindar of the estate in which it is situated.”

V.—“These schools being intended for the benefit of the agricultural and laborer class, those places should be selected either to aid or establish a school where the need of this class of people is the greatest, and where they may show their willingness to make use of the school by promising to provide a suitable building, which need not, however, be anything more than an ordinary hut.”

VI.—“All that the master will be required to do who receives an allowance from this grant is to send in quarterly returns of the number of scholars that attend the school, and submit a monthly bill to the Deputy Inspector, who, after checking and passing the same, will send them to the Magistrate to order payment. If necessary the masters may be required to attend a normal class at the sadar or sub-divisional station for the purpose of receiving sufficient instruction to enable them to conduct their duties properly, but in that case they will, while so under instruction, receive their full allowance.”

VII.—“As it is advisable that schools of this class should be spread over the whole district, so as to give the people in all parts an equal chance of profiting by them, it is resolved that a certain sum, as per list at the foot of this resolution, be allotted to each pargana, and that the sum assigned to each be expended for the objects above specified at the discretion of the Magistrate or any other officer who he may select, or other person who may be willing to undertake the duty.”

VII.—“It being the wish of the Government that the whole of the money allotted for this purpose should be spent, and also well spent, it will be necessary that immediate steps be taken to apportion the several sums allotted to each pargana, so that the whole sum shall be assigned to the schools to be aided and established by the 1st December next, otherwise there will be a saving in all schools aided or established after that date.”

Preliminaries having been thus arranged, copies of the Government and the Committee's resolutions were sent to each of the officers named in the margin, with a letter *mutatis mutandis* to the following effect:—

F Wilcox, Esq., District Superintendent of Police.
H W Mackenzie, Esq., Executive Assistant Commissioner, Govindpur.
Babu Sri Nath Datta, Deputy Inspector of Schools.

1. Herewith I have the honor to forward to you a copy of the resolution of His Honor the Lieutenant-Governor of Bengal, dated the 30th September, together with a copy of the resolution passed by the District School Committee held this day.”

2. “From the latter you will perceive that the sums to be expended in each pargana for the establishment and aiding of primary schools have been allotted according to the size and general requirements of each pargana, and with these sums it is hoped the immediate wants of the parganas for primary education may be provided for.”

3. “A list of the parganas in which you are requested to make the assignments is annexed, showing the number of villages in which schools already exist, and the large villages in which there are none, and the amount allotted to each pargana.”

4. “It is not the wish of the Committee that you should be strictly tied down to assign the allotments in the exact manner detailed in the list: a discretion is allowed you,

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so that should you find it not possible to allot the money advantageously in the manner proposed, a transfer of the allotment may be made from one pargana to another; but you are requested to adhere as nearly as possible to the allotments made by the Committee, and regarding the total amount this must be in no wise exceeded."

5. "With the money placed at your disposal, you are expected to establish new schools in the large villages where there are none, or aid those already established, or both, whichever you may find most advantageous after you have made the necessary local inquiries. Where no large villages have been entered in the statement, or it may appear preferable to establish a school in a smaller village than those named, you will be at liberty to do so, should this appear the better course."

6. "The terms on which the grant is made should be explained to the pandits or gurumahashays, who should in all cases if possible be residents of the village in which the school is now to be established or aided."

7. "If possible the whole of the allotments should be made before the 1st proximo; but if this is found impracticable, they should at all events be completed during the month of December."

8. "When completed, a report of your allotments and proceedings should be submitted to this office"

The district having thus been divided into four circles, 9 parganas in the western part of the district were allotted to Mr Wilcox, who had kindly volunteered to aid me in carrying out the scheme; 8 to Mr Mackenzie, forming the Govindpur sub-division in the north; 10 to Babu Srinath Dutta, Deputy Inspector of Schools, in the south; whilst I myself took up 18 parganas, which form the eastern and central portion of the district. The number of schools organized by each officer was by Mr. Wilcox 30, by Mr. Mackenzie 26, by Babu Srinath Dutta 32, while the number established by me amounted to 59. This, although all the schools could not be opened at once, was all accomplished in the space of two months, and I take this opportunity of recording my grateful acknowledgments, which are, I consider, due to those officers for the willing and hearty assistance given me in carrying out the wishes of the Government in this matter, without which it would not have been possible for me to bring the scheme to a successful issue in so short a space of time.

The work of establishing these schools having been taken in hand all over the districts during the month of November 1872, and their organization proceeded with as rapidly as was possible, 59 schools fairly commenced operations on the 1st December 1872, and 52 more during that month; 27 on the 1st January 1873, and 10 during February and March 1873; leaving five out of the 153 still to be started, but which could not be done before the close of the year, owing to the want of houses in which to assemble the schools. The general plan adopted was to select some central site for the school, to which the children of neighbouring villages could also resort; but it has been found necessary in a great many cases to change the sites first selected, either on account of the smallness of the attendance or from, in some few cases, there having been no children at all sent to the school.

To start these schools nearly every pargana and village where one was to be opened was visited, and the people consulted as to the site the school should occupy and whom they would prefer for their gurumahashay. This having been settled, perwanahs of appointment were issued to the masters, and the leading men of the central and each of the surrounding villages were formed into a Committee, to whom perwanahs were also addressed, informing them of their appointment and requiring them to provide a school-house, induce the parents having children of a suitable age to send their sons to the school, look after the gurumahashay, and see that he attended to his duty, and do all they could to ensure the success and prosperity of the school.

At the close of the year in the 148 schools thus opened, including six which were aided belonging to the German Lutheran Mission at Purulia, there was an attendance of 3,973 scholars, or on an average nearly 25 boys per school, which for a beginning is a fair attendance, though not nearly so large as what it ought to be and what I hope it will soon become.

In the margin I annex a statement showing the castes of all the pupils attending the primary schools, in which, amongst the class termed "other castes above the lowest," are included a good number of the Bhumij and Kurmi races, who form a large portion of the agricultural population of this district. Those termed "others" are Santhals (and Kols).

The scholars who attend these schools are in most instances the children of parents who are pretty well off, and who do not require to work with their own hands. It has been found very difficult to induce the actual cultivator or laborer to send his children to school, as they as yet do not see how a knowledge of reading and writing will aid them in their agricultural operations. It may, however, be

<i>Hindus</i>			
Brahmans	...	..	944
Khetris	...	..	110
Vaidyas	..	...	68
Kayasthas	...	..	125
Nabaisaks	..	..	790
Kabartas	..	..	22
Sonarbanias	..	..	106
Other castes	1,503
Homs, Chandals Haris	121
<i>Muhammadans</i>			
Shias	40
Sunnis	39
Others	117

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said that about one-fourth of the children attending the primary schools are the sons of laborers and cultivators who till their lands themselves, and in course of time it is probable that this number will increase. There is also a difficulty to be got over in respect to the contributions which the villagers ought to make towards the support of gurumashays. They argue that as the Government pay the teachers there is no necessity of their doing so also, ignoring the fact that what the Government gives is not sufficient, and not intended to be so, to enable the gurumashay to maintain himself respectably, and that they are expected to make up the difference; but it is hoped that in course of time this difficulty will also be overcome.

The course of study at the primary schools has been strictly limited to reading, writing, and accounts, which is all the agricultural population in general require to know or have time to study. It would be a mistake, I think, to teach them more at these schools, while those few who wish for further instruction in other branches of learning, and show marked ability, can obtain all that they might wish for in the other classes of schools.

Out of the 148 primary schools that were established during the year, it would hardly be possible to state how many of them are new and in how many instances aid was given to schools already in existence. The difficulty lies in the fact that in many of the villages in which these schools have now been set up schools had existed off and on before,

	R	A	P
1 school	2	0	0
43 ditto	2	8	0
86 ditto	3	0	0
1 ditto	3	8	0
8 ditto	4	0	0
14 ditto	5	0	0
151			

they being sometimes kept up only for a few months and then given up either for want of scholars, or that the contributions were insufficient to enable the teacher to live on them. Approximately, however, it may be stated that 93 entirely new schools were established, and 54 aided, and of these the amounts allotted to the teachers were as stated in the margin; but, as before pointed out, five of these schools could not actually be started till after the close of the year.

It is stated by the Deputy Inspector of Schools that besides the primary schools that come under the supervision of the officers of the Educational Department, there are also about 100 indigenous schools in this district, with an attendance of about 1,500 scholars, which are entirely independent of their control. The number of schools and scholars is, I am of opinion, understated by him; but as the attendance at these schools is very irregular, and their continuance often interrupted altogether, for more or less lengthened periods, it is not possible to give a correct estimate of what number of children are actually being taught in them.

In the Missionary school at Purulia there are 65 boys and 62 girls under instruction, of whom 6 are being trained as schoolmasters. The whole of these are Christians, and all are boarded by the mission, which is doing excellent work in the way of education. Not being aided by the Government or subject to inspection by the Educational Department, these children have not been included in the returns.

In the margin I annex a statement of the castes of the teachers, showing that the

Brahmans	72
Khetris	6
Vaidyas	9
Kayasthas	95
Nabais	7
Sonarbanias	2
Christians	1
Other castes	9
Total	198

Brahmans and Kayasthas almost monopolize the office of teachers, and that it is to them we must look, at all events for the present, as the agency by which the education of the people must be carried on. The Muhammadans in this district, although they number 33,731, did not afford a single person fit to act as a teacher, so that it was not found possible to appoint any one of this creed to the office.

During the cultivating season, when the agricultural portion of the population are engaged with their crops, and when the attendance at the primary schools will certainly fall off, it is intended to bring in the most inefficient of the gurumashays and form training classes for them at the Purulia and Govindpur vernacular schools, where, after going through a course of instruction for three or four months, they will doubtless be able to conduct their duties properly. At present these gurumashays are very deficient in their knowledge of arithmetic.

26. In the margin I annex the statement showing the religion and caste of the

Hindus	
Brahmans	1,458
Khetris	153
Vaidyas	99
Kayasthas	295
Nabais	1,040
Kaiburthas	29
Sonarbanias	182
Other castes above the lowest	1,543
Domes, Chandals, Haris	160
Total	4,929

whole number of pupils attending the schools of all kinds in this district, by which it will be seen that the Hindus, amongst whom are included the Bhumis and others not really of that religion, amounted to 4,929; whilst the Muhammadans numbered only 123, the Christians 3; whilst 139, who have been returned as others, were Santhals. Reduced to a percentage, we find that amongst the Hindus the number who attended the schools was 0.52, and amongst the Muhammadans 0.36, which is a lamentably low ratio indeed.

Chota Nagpore Division—Manbhum.

Muhammadans	
Shias	67
Sunns	56
Total	123
Christians	
Protestants	1
Roman Catholics	2
Total	3
Others	149
Grand Total	5104
Unknown	77
Total	5271

Although it must be confessed that education is still at a low ebb in Manbhum, something has been done during the year to push forward the work of enlightening the people, who have hitherto been consigned to almost total intellectual darkness. The establishment of primary schools for the education of the masses is certainly a move in the right direction, and if continued and followed up with perseverance and well directed energy, must lead to most beneficial results. There is still room for many more such schools, for the establishment of which numerous applications are constantly being made, so that if funds were only made available, there would be no difficulty whatever in setting up a great many more. The chief want, however, is more supervision without which much of the good that otherwise would result will be lost. At present there is but one Deputy Inspector to superintend and direct the whole schooling power of the district; but as there are now 183 schools to be visited, which are scattered over an area of nearly 5,000 square miles, it is quite clear that the supervising agency is totally unequal to the task, and should be increased by at least two Sub-Deputy Inspectors, who, besides visiting the schools continually and seeing that they are being properly conducted, are also required to distribute the pay of the masters, which is now done through the police, which is, I consider, an objectionable arrangement, but the only way we have at present of forwarding their salaries to the masters.

Reports of Inspectors of Schools.

Annual Return of Schools in the Chota Nagpore Division for the year ending the 31st March 1878, compiled from the Returns of the District Committees.

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	NUMBER OF PUPILS ON THE 1st MARCH		Number of pupils in average month	PUPILS LEARNING					RECEIPTS FROM					COST OF EDUCATING EACH PUPIL				
	On 1st March	Monthly average		English	Hindustani	Sanskrit	Hindi	Guruk	Hindustani	Fees and fines	Orders and fines	Expenditure	Total	Cost to Government	Total cost			
A.—Government Institutions—																		
Schools for Boys—																		
Hueher Middle	4	90	254	4504	18.87	366	12	244			Rs. 43 2 0	Rs. 3 14 3	Rs. 1 0 0	Rs. 12 5 9	Rs. 21 1	Rs. 3 2 7		
Vernacular	14	1112	845	772	6.93		124	644		40	Rs. 48 10 7	Rs. 1 10 0	Rs. 4 7 4	Rs. 4 6 1	Rs. 4 1 0	Rs. 5 7 4		
Total for Government Schools	18	1202	1139	1226	8.63	366	254	744		40	Rs. 48 13 4	Rs. 4 24 13 6	Rs. 10 1 0 6	Rs. 17 10 1 4	Rs. 10 10	Rs. 34 14 4		
B.—Schools aided under the grant-in-aid Rules—																		
Schools for Boys—																		
Hueher Middle	1	71	20	241	13.44	71					Rs. 43 0 0	Rs. 201 8 0	Rs. 6 8 0	Rs. 12 9 0 0	Rs. 6 13 9	Rs. 25 11 1		
Vernacular	11	46	24	478	10.22	24	210				Rs. 2 15 0	Rs. 2 40 1 0	Rs. 2 40 1 0	Rs. 6 14 9 3	Rs. 4 12 3	Rs. 14 0 1		
Total for Grant-in-aid Schools	12	117	44	719	11.83	95	210				Rs. 45 0 0	Rs. 203 8 0	Rs. 8 8 0	Rs. 18 13 9 3	Rs. 10 25 12	Rs. 39 15 2		
Schools for Girls—																		
Native	1	53	57	31	7.7	53					Rs. 115 2 3	Rs. 456 12 0	Rs. 5 14 3	Rs. 490 12 0	Rs. 4 0 1	Rs. 13 4 3		
Total for Girls	1	53	57	31	7.7	53					Rs. 115 2 3	Rs. 456 12 0	Rs. 5 14 3	Rs. 490 12 0	Rs. 4 0 1	Rs. 13 4 3		
C.—Private Institutions—																		
Schools for Boys—																		
Hueher Middle	1	71	20	241	13.44	71					Rs. 43 0 0	Rs. 201 8 0	Rs. 6 8 0	Rs. 12 9 0 0	Rs. 6 13 9	Rs. 25 11 1		
Vernacular	11	46	24	478	10.22	24	210				Rs. 2 15 0	Rs. 2 40 1 0	Rs. 2 40 1 0	Rs. 6 14 9 3	Rs. 4 12 3	Rs. 14 0 1		
Total for Private Schools	12	117	44	719	11.83	95	210				Rs. 45 0 0	Rs. 203 8 0	Rs. 8 8 0	Rs. 18 13 9 3	Rs. 10 25 12	Rs. 39 15 2		
D.—Pathshalas sanctioned previous to Orders of 29th September 1872, and distributed by the Director, and Pathshalas aided from Recard Funds—																		
Schools for Boys—																		
Native	46	1540	1205	823	10.63	823	743	70			Rs. 2446 0 0	Rs. 154 6 0	Rs. 782 0 0	Rs. 2606 6 9	Rs. 1 8 3	Rs. 2 2 7		
Total	46	1540	1205	823	10.63	823	743	70			Rs. 2446 0 0	Rs. 154 6 0	Rs. 782 0 0	Rs. 2606 6 9	Rs. 1 8 3	Rs. 2 2 7		

Chota Nagpore Division—Manbhum.

[illegible]

Chota Nagpore Division—Manbhum.

Lower Vernacular		Pathshalas (old and new)		Pathshalas (old and new)		Pathshalas (old)		Ditto (new)		Total of lower class		Percentage	
Manbhum	1729	446	1	1293									
Ditto	2	88											
Manbhum	2140	128	8	1978	31								
Ditto	246	85		148									
Manbhum	634	271		537									
Ditto	956	1202		2644									
	299	2182	9	6422	31								
	100	252	1	754	3								
Normal Schools													
Government	1	12											
Unaided (Missionary)	1	15											
Total	2	27											
Girls' Schools													
Aided	1	30											
	234	203	2	175	50								
	1703	72	20	438	76								
Grand Total	111	4	2	200	4								
Percentage	6	7											
	571	15871											

* Lohardaga returns are not distributed according to kind of schools

Boys	Girls	Total	Percentage
15	12	27	98.4
1	6	7	2.6
Percentage in higher stage		100.0	
Upper	5	4	55
Lower	204	641	64.5
Percentage in lower stage		100.0	

Add six new schools in Manbhum not

Returns of Creed and Caste of Pupils and Teachers in the Schools of the Chota Nagpore Division for 1872-73, compiled from the Returns of the District Committees.

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*Reports of Inspectors of Schools.*REMARKS BY COLONEL E. T. DALTON, C.S.I., COMMISSIONER
OF CHOTA NAGPORE.

THE Educational Reports came before me this year for the first time, analyzed and digested, commented on and elucidated, by the Inspector of Schools, who has reviewed the operations of the year from all points, and this leaves me little to say.

2. The year, however, as inaugurating an enlightened policy for the extension of education to the masses of the people is a most eventful one, and I propose chiefly to notice the mode in which the orders of Government of the 30th September 1872 have been carried out, and, so far as we can judge, the success, or promise of success, with which the measure has been attended.

3. The publication of the census report has afforded Mr. Woodrow the opportunity of introducing into his review most interesting statistics showing the actual progress made in the dissemination of instruction over the vast area of Chota Nagpur, and of comparing our condition with that of the more advanced districts, and we cannot read these details without being made sensibly alive to the fact that though we have been rather congratulating ourselves on the steady advance we have made within the last dozen years, we are still in a terribly backward state, and have an appalling amount of work to do to obtain a more respectable place in the field.

4. There cannot be a doubt that in all the districts of this division except Manbhúm education was regarded by the agricultural and laboring classes as something altogether unsuited to their condition and capacity. In my former reports I shewed from what a poor array of figures we attained in 1871-72 to the comparatively respectable number of 220 schools and 5,708 pupils, but under the enlightened policy of our present Lieutenant-Governor we have leaped in a few months to 571 schools giving instruction to 15,871 pupils.

5. The grants made for primary education in Chota Nagpur, in the resolution of 30th September 1872, contemplated the establishment of 170 pathshalas or village schools. The work commenced in November, and on the 1st March following 116 schools with 10,327 scholars were added to the list of these rudimentary establishments supported by Government.

6. In districts so backward educationally, there is, as might have been expected, very great difficulty in obtaining the requisite supply of masters, and we have no doubt been obliged to accept some very juvenile pedagogues and some who have a great deal to learn before they can be considered properly qualified to teach; but arrangements were made for closing all the schools during the period when the people were most engaged in cultivation, that is, for some six weeks during the planting and two weeks at harvest time, and it was determined and arranged that during these holidays the masters should attend classes opened for their instruction at the higher class vernacular schools.

7. This year the planting season has been unusually protracted, and this has caused some irregularity in the attendance of the agricultural scholars, but to their absence, so long as this process goes on, we must be blind. Not more than a week ago I saw and examined at Govindpur, in the Manbhúm district, about 20 of the primary schoolmasters of that sub-division. I receive weekly statements of the visits made to schools by the Deputy and Sub-Deputy Inspectors, and they shew that, considering the various demands on the time of children of the agricultural classes, and that we are for the first time in most instances placing a restraint on lads entirely unaccustomed to such treatment, the result is satisfactory. The older schools of the division have on the whole very fairly maintained their position during the year under review. Some of the schools shew temporary loss of numbers owing to the withdrawal from them of lads who have been appointed schoolmasters; but the majority shew increasing numbers and a fair amount of progress. Now that the scheme of opening pathshalas with Government support has been so widely extended and successfully introduced, it is of the utmost importance that an efficient, but not necessarily a highly-paid, staff of Sub-Deputy Inspectors be appointed to look after the young, and in some cases the insufficiently educated masters, who, from all the experience we have had, will soon fall into sluggish ways if not well supervised. Amongst the appendices will be found a note drawn up by the Reverend J. Whitley, in which he ascribes to a want of constant supervision the small progress made in the mission village schools, and yet these schools are frequently visited by the Reverend Missionaries themselves. After considerable deliberation on this subject, I have come to the conclusion that we should have for this division a large number of primary school Sub-Deputy Inspectors on small pay, not more than Rs. 15 a month, as a rule, to preside over a circle of schools, each of which should be visited by him not less than once in the month. For inspections by the district Deputy Inspectors or Sub-Inspectors, it might be arranged that the primary school Sub-Deputy should collect at convenient places the scholars of half a dozen of his schools. The inspection of the higher classes of schools might be left to the district Deputy and Sub-Deputy.

8. The pathshala gurus have not now much to look forward to. They might be led to expect promotion in this new line.

Chota Nagpore Division.

9. Female education has not made much advance in Chota Nagpur; the prejudices of the people of the northern parts of the division, especially of people of Behar, are unreasonably strong against it; nevertheless some progress has been made. There is now a girls' school at each of the sadar stations for the more respectable class of girls. One has just been opened at Hazaribagh, by Bengali gentlemen. The school of the same class at Manbhūm continues to be well supported and attended. An institution of the same kind has been opened at Chaibassa, attended by 60 young ladies, including daughters of Mankis of Singbhūm, for which I hope soon to obtain a grant-in-aid. The Inspector in his report describes the Ranchi Girls' school, which promises well. The greater portion of the girls receiving instruction are Native Christians of the mission schools, but I hope in time to see girls as well as boys at the Government village schools, and I believe that some steps in this direction have been taken.

10. The missionary schools continue to work most beneficially amongst the Native Christians, and Mr. Woodrow shows in his report that a fair proportion of the converts are being educated. I believe, if we had more complete statistics, we should find that the proportion of persons who could read and write amongst the whole number of Native Christians would be much higher than the percentage given by Mr. Woodrow, which shews that nearly a tenth of the whole Christian population is receiving instruction. The mission schools have been now many years at work, and there is a constant stream of the youth of both sexes passing through them. The children who make but ordinary progress, and all girls, are sent back to their villages when it is time for them to marry and settle. The most intelligent boys are, if they wish it, retained to be educated for schoolmasters or for pastors or for ordination. When the Bishop was last at Ranchi four young Kols were examined by his Lordship and ordained as deacons, and each of them has now a pastoral charge. These young men have been very well educated, and they will no doubt be of great service to education in their supervision of the village mission schools in their respective parishes. I now proceed to describe the arrangements made in each district for the disposal of the primary school grants, and to remark on them.

11. The Hazaribagh district, though one of the first fully occupied by our Government, has always been the most backward in educational matters. The first Government school established in the district was opened on 27th November 1865, and for some years was not well supported. It now works fairly and comes out well in the report for last year, and there were still only 13 schools with 618 pupils, and these have been established and were maintained with difficulty when the resolution of the 30th September 1872, dated from Hazaribagh, was promulgated, and this appears to have aroused the sluggards of the district as a voice in their ears, and by the 31st March 77 pathshalas with 1,705 pupils were added to the returns of this department in the Hazaribagh district.

12. The present number of pathshalas is 112 with 2,464 pupils. Under the grant given by Government it was contemplated that 120 schools could be established; but the Committee devoted a portion of their funds to the establishment of a normal class of teachers at Hazaribagh, costing Rs. 160 a month, and this appears to be working well. Since its opening 54 masters have attended it, and there are now 46 stipendiary pupils, &c., under instruction.

13. It appears to me to answer the purpose sufficiently, and the cost of a more expensive normal school recently sanctioned might be saved.

14. The returns of the Deputy Inspector's visits to the primary schools shew that fair progress has been made in most of the schools visited since their establishment.

15. Two of the largest estates in the district being under the Court of Wards, sanction was obtained from the Court and Government to open anglo-vernacular schools at the headquarters of the proprietors, which are the following,—at Echak for the Ramgurn estate, and at Dhanwar. At the latter village a very neat school-house has been constructed, and I was of opinion, when I visited the school last month, that the progress made by the majority of the pupils was highly satisfactory and creditable to the Head-Master, Babu Khetra Narayan Ray. The higher class English school at Hazaribagh is fortunate in its Head-Master, Babu Mati Lal Mitra. At the last Entrance Examination 10 candidates appeared from this school, and all passed, and the whole of the scholarships allotted to Chota Nagpur, 7 in number, were carried off by boys of this school.

The Echak School is held in a large room in the Rajah's palace. I am happy to say that Babu Ram Narayan Singh, to whom the estate is now being made over, promises to maintain the school. The annual charge on the estate for this school is Rs. 1,276-3-3, and for the Chattra and Burhi schools Rs. 235,—total taken from the estate for education, Rs. 1,511-3-3.

16. The grant for primary schools in the Lohardaga district was supposed to be sufficient for 180 schools; but as there were no indigenous schools of this class to aid, and it was found that to start them it was absolutely necessary to give the full allowance of Rs. 5 per mensem to nearly all the masters, the Committee came to the end of their tether before they had opened all that were contemplated. Mr. Oliphant availed himself of the services of different gentlemen in arranging for schools, and he gives the names of those to whom he considers

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himself indebted, and when the District Committee met for the first time on the 22nd March, he had the satisfaction of informing them that up to date 164 primary schools had been opened in Lohardaga, including Palamow. Some of the Palamow schools were subsequently closed, the people of that sub-division having unreasonably taken a strange prejudice against the movement, and this left the number 152 at the close of the year.

17. The masters have been taken from the middle vernacular aided and mission schools, and for villages, the majority of the population of which are Kols and Uraons, Kol or Uraon masters are sought. The Mission have supplied several intelligent young men, and are prepared to supply a few more; and as many applications for schools are still undisposed of, I am in hopes that we shall be able to employ all they can spare. In Lohardaga at present I do not think that the Kols and Uraons will long remain in a school which has a dikhú, *i.e.* a Hindu for a master; but so far as I could judge from places visited, I think that the Government primary schools in Kol and Uraon villages are very popular, and will succeed, although the Mission village schools have not been a success, and are rather unfavorably reported on by the Reverend J. Whitley (see appendix). Until a Kol hath makes up his mind to become a Christian he does not care for, or rather dreads, the religious instruction imparted in the mission village schools, and it is probable that he is further deterred from sending his children to such a school, knowing that his fellow villagers would be sure to regard it as a sign that he has made up his mind to abandon the gods of his ancestors and the wild revelries of the joint festivals. Be this as it may, the fact is that the missionaries do not succeed in inducing the children of all creeds in their village to join their schools. The Christians alone as a rule resort to them, and yet the pagans and Christians readily resort to the new Government village school though it may have a Christian schoolmaster. I believe that the orders recently issued by His Honor the Lieutenant-Governor, authorising the substitution of Nagri or Dev-Nagri for the Persian character in all judicial proceedings in the Lohardaga district, have acted, and will still act, as a strong incentive to increase in the number of pupils attending primary schools and in the demands for such schools. The Hindi is the only vernacular we have hitherto taught at the model and middle schools and pathshalas in the Lohardaga district, but it was a great discouragement to learners to find that the language taught at the schools did not at all assist them to penetrate into the mysteries of the courts.

18. I beg most strongly to support the Inspector's suggestion regarding the Palamow school at Dultonganj, and plead for a grant of Rs. 125 a month for that useful institution. The native gentry have long continued to support it liberally, and the progress made by the boys is very creditable to the masters and to Mr. Forbes, who takes so much interest in it. The grant of Rs. 50 towards a guru training school is also supported, but I fear the cow-doctor scheme will be beyond our means until a native school of farriers has been established. I have already advocated the instruction of hospital assistants in farriery and extra pay to those who pass.

19. *SANCTUM.*—It is gratifying to find that the district, generally supposed to be the least civilized of the four on which I have to report, should have shown such healthy symptoms of transition upwards as were last year exhibited in its reception of the new scheme for extension of education.

The Deputy Commissioner, in complying with the orders of the Government, worked from the commencement through his committee, and carried them with him in all his arrangements. There was no difficulty in establishing the full number of schools—50 were contemplated; but before the close of the year they had opened on Rs. 5 a month 39, and on Rs. 2-8 twelve schools. The latter, all in Dhalbhum, and the two mission schools, received each an aid of Rs. 5. Applications were still flowing in when the list was closed for a time.

20. Of the new primary schools 33 were opened in the Kolhan, four in Porahat, one in Korhang, and three in Dhalbhum. I saw several of these schools during my tour last cold weather, and found that the village head-men took great interest in them; that they were well attended by eager pupils, and that thrifty Ho cultivators had for a time cheerfully resigned their claims on the services of their children to enable them to attend school. Thus the schools, as they were established, filled rapidly. Some have 60 to 70 boys; and for such numbers additional gurus are required. The average at the close of the year was 39 boys per school.

21. The Secretary notes that the schools in the wilder parts of the district are not so well attended as those in the vicinity of Chaibassa. This is to be expected, as the population in the former tract is sparse, and near Chaibassa it is dense; but on my tour through a dense forest of Porahat to the Tributary Mehals, I passed a small settlement of Hos of the wildest type. As usual, they were all out on the road to greet me, and a more savage looking group it would be difficult to find. In their midst, however, contrasting strongly with the wild unkempt figures, a neatly clad, bright-eyed youth appeared, with shiny locks and shiny shoes (!), who announced himself as the schoolmaster (!); and I was assured by the mandai of the village that he had asked for him, had agreed to build a school, and twenty young savages were pointed out to me as the raw material on which the master was to work, and in truth

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they were very raw. The master I recognized as the quondam head boy of the Asontalia aided school. The routine adopted by order of the committee was, in regard to primary school hours, from 7 to 10 p.m. and from 3 to 5 p.m., and it was at an early period determined that during the weeks when all hands were most required for agriculture the schools should be closed and the masters summoned to the Chaibassa model school or to the Dhalbhum middle class school, to undergo a course of instruction.

22. About 1,130 of the pupils of the above schools are Hos, 700 Yindur, 60 Santhals, 40 Bhuiyas, 5 Birhors, 86 Blumizos and Tamarias, 8 Arawans, 1 Gonds, 3 Muharunadans, and 4 Christians. In my report for last year I noticed a falling off in the Porahat aided schools and in the Kurseon school. This year I found them full to overflowing, and in regard to the former the Mathura Basi Gwalas of Porahat had in a measure got over their prejudices against sitting with Gonds, &c. In the Asontalia, a Porahat school, the first class, which was well advanced, reading the Premasagar, comprised 1 Tamari, a Kol, 1 Gwalas, 9 Hos, 1 Napit, 1 Tanti, 1 Kumi,—altogether present 77 boys, at Dolukila, in Porahat, 72 were present out of 100 on the rolls. The Kurseon school turned out 154 boys, but this was too much; half the boys were in the street. It is to be broken up into several schools. This is one of four model schools started some years ago in Singhbhum, and I am glad to find from the Secretary's report that they are all doing well, the total number of pupils being 633, to 280 of preceding year.

23. **MANBHAM.**—The sum allotted to this district for primary schools amounted to Rs. 1,900 for 1872-73 and Rs. 5,700 for 1873-74, and it was estimated that 120 schools might be started. Colonel Rowlatt convened a meeting on the 13th November, and it was determined that a certain sum should be allotted to each pargana, and that the duty of organizing the schools should be assigned to the following gentlemen, official members of the committee:—

To Mr. Mackenzie	8 parganas
„ „ Wilcox	9 „
„ Srinath Datta, Deputy Inspector	10 „
„ Colonel Rowlatt	18 „

and the Rev H. Onasch was authorized to open six schools in Christian villages at a cost not exceeding Rs. 24 a month. The work was carried on rapidly, and by the end of December 152 schools had been established, viz.—

	Rs.	A.	P.
15 at Rs. 5	75	0	0
8 at „ 4	32	0	0
1 at „ 3-8	3	8	0
85 at „ 3	255	0	0
43 at „ 2-8	107	8	0
	473	0	0

• saving Rs. 2.

24. The 152 schools can give instruction to the children of 647 villages. Each village at which a school was formed was visited by one of the members of the committee above named, and at each a committee of the elders of the village community was formed to look after the interests of the school and stimulate the attendance. Colonel Rowlatt asks for a further grant of Rs. 150 a month, or Rs. 1,800 annually, for educational purposes, and there can be no doubt that if this sum be allowed it will be immediately taken up.

25. Fifty-nine new schools were in operation by 1st December, and 52 more opened in December, 27 in January, and 19 in February, besides five, which, though sanctioned, have not been opened for want of accommodation. Many of the sites first chosen have been changed at the close of the year. The attendance at the new schools was 3,973 pupils, or nearly 25 per school. It is impossible to say how many of the schools are absolutely new, but Colonel Rowlatt believes that 93 are quite new, and 54 were old guru pathshalas. The schoolmasters are for the most part Brahmans or Kaists. The Muharunadans did not supply one individual as teacher. They chiefly belong to the Jolaha tribe, who are all the descendants of converts from paganism.

26. The old schools in Manbham were all well maintained during the period under review, but as the report of the Secretary gives ample details, I will say no more about them.

27. It has not been found possible to open many schools in the Santhal villages of Manbham, nor are the Santhals of Singhbhum or Hazaribagh at all desirous of having them. Recently I have been much engaged with Santhals, and have endeavoured to impress on them the importance to themselves of such education as the primary schools afford, but I fear it was of little avail.

REPORT OF THE PATNA DIVISION.

FROM THE REPORT OF THE INSPECTOR OF SCHOOLS, MR. S. W. FALLON, M.A, PH.D.

1. Upon the re-organisation of the Department of Public Instruction, under the Government Resolution of 30th September 1872, the following letter was addressed by the Inspector of Schools of Behar Circle to the Commissioners of Patna and Bhaagalpur.

"In obedience to paragraph 2, quoted in the margin of the Director of Public Instruction's No. 4157, dated 30th October to your address, of which a copy has been furnished me for my information and guidance, and with special reference to the marginally noted extract* from paragraph 14 of the Government Resolution on Education, dated 30th September 1872, I beg leave to say that I wait the expression of your wishes in regard to any written or personal communications which may be desired by yourself or the collectors of districts, and in regard to 'the time and manner of performing his (my) duties.' I beg to add that I am also prepared to accompany any of the

local authorities, who may desire it, in portions of their annual tours, and, in concert with them, to inquire into the educational condition and requirements of districts and the feelings of the people in regard to subjects and modes of instruction, and with them to observe the present condition of a certain number of selected schools which might with advantage be inspected by the Inspector and the local authority together. In this way we should secure the harmonious action, which may be best promoted through a mutual understanding of the aims to be kept in view, and the tests to be applied in forming an estimate of teachers and schools.

I avail myself of this opportunity to state that I am personally well pleased at the relations about to be established between the department and the local authorities, and at the transfer of the schools to executive and judicial officers, whose great official influence will now be exerted for the advancement of what will be in a sense their own. I anticipate the best results from the new scheme. The interests and requirements of Behar especially, heretofore partly overlooked or subordinated to those of Bengal, may now be expected to receive a larger share of attention under the administration of local authorities, whose sympathies are with the natives of the province, and whose local knowledge will enable them to adapt educational institutions to the wants and wishes of the people, who are to benefit by them. The work of the department will now be seen—what it has yet accomplished and what it has not been permitted to do. The obstacles and the difficulties with which the department has had to struggle will now be felt and recognised by the authorities by whom the work of education will in future be carried out. The problems how to fill a vernacular school for which there may be no demand, and what should be the course and method of instruction at once adapted to the present condition and wishes of the people, and calculated as well to improve them physically, morally, and intellectually, will be among the first of the problems which press for solution. The inducements necessary for drawing pupils to the schools, and the conditions of success generally, will be provided now as soon as they are discerned. The necessity for a revision of the present defective course and method of instruction in English schools will be recognized. The wide difference between indigenous *pathshalas* and *maktabs*, with their undisciplined *gurus* and *myanis* on the one side, and the Government vernacular schools under trained teachers on the other, will be forced on the attention of the authorities. The inefficiency of teachers in English schools, and their inferiority to teachers who have been trained in the training schools in this circle, will be observed, and the value of these training schools appreciated and acknowledged. Contributions likewise will probably be forthcoming for a supply of better paid and less incompetent teachers than the present undisciplined and inefficient teachers, who take to teaching as the last refuge of the destitute, and who teach classes, or rather seem to teach them, on poor salaries, with poorer prospects, without heart, mechanically and listlessly, from year to year, when they fail to get themselves transferred to easier and more lucrative posts in other departments, for which they may be continually writing applications every fourth or fifth day. The unfitness, besides, of teachers who can, not make an idiomatic and intelligible translation in the vernacular of the province will not be tolerated much longer; and finally, the insufficiency of the University tests will be patent inasmuch as moral excellence, discipline, and tone, elocution and thoroughness, which can be tested only by personal observation, and searching *vivâ voce* examinations are not tasted or taken into account by the Calcutta University. All this and much more will now come under the immediate cognizance of the local authorities, who will have both the power and the will to remedy defects and further the advancement of the schools with whose interests they shall have become personally and officially identified."

Reports of Inspectors of Schools.

2 The Commissioner of Patna, after quoting an extract from his circular letter to all Magistrates, introduces his summary of the educational work of each district with the following general remarks —

“Besides this, I consulted Dr Fallon on several subsidiary points, which will be discussed in a later portion of this report

“The Magistrates commenced operations generally in December, and the few reports I got at the end of that month showed fair progress, which my cold weather tour confirmed. This has continued throughout the succeeding months, and the warm interest taken in the scheme by almost all the local officers is exhibited in the results which, fairly successful as they appear in figures, give a very inadequate idea of the difficulties to be overcome in attaining any practical result

“The following table shows the total grant given to each district (including the previous grant of July), the number of schools which the grant was expected to aid in each district, and the number actually brought on our books at the end of the year —

Numc of District	Total amount	Approximate number of schools expected to be opened or subsidised	Number actually brought on our books
Patna	9600	163 + 30 = 193	182
Gya	12000	200 + 38 = 238	369
Shahabad	11200	130 + 30 = 220	216
Tuhut	24000	100 + 70 = 170	418
Saran	12000	200 + 30 = 230	269
Champaran	5800	150 + 0 = 150	65
Total	77600	1303 + 198 = 1501	1519

“The return shows a total of 18 more than the estimate, the number stated in each district is as follows —

In Patna	...	182
„ Gya	...	369
„ Shahabad	...	216
„ Tuhut	...	118
„ Saran	...	269
„ Champaran	...	65
	Total	1,519

“I have no figures of the exact number of pupils except for Tuhut. There the average is 18, but generally I should incline to put it somewhat lower, say 16 per school, which gives a total of 24,304 boys receiving primary instruction.”

PATNA DISTRICT

3. According to the census, the area of this district is 2,101 square miles, and the population 15,59,638,—Hindus 13,63,291, Muhammadans 1,92,988. Of this number 6,869, or above 1 per cent, were under instruction at the close of the official year, for which we have statistics,—5,833 Hindus and 605 Muhammadans

4. The number of schools of each class, the number of pupils in attendance, the language taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year, are exhibited in the subjoined table.

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[illegible]

Reports of Inspectors of Schools.

5. The Magistrate, Mr. Mangles, reports:—

Primary schools. The Magistrate's report. "We have not been as successful in the introduction of primary education as I could have wished, but hope that I may be in a position, at the close of another year, to report more favorably regarding it. In the first place the lower classes of the people, who are chiefly interested, have not been able to be made to understand what object Government had in view in spending large sums of money in educating them, and looked with distrust and suspicion on everything that was done. Now it was one foolish report and then another, all equally without foundation, but no doubt spread about by interested individuals who had some influence amongst the lower classes, which prevented them sending their children to school, and led them to believe that Government, so far from wishing their interests, had some ulterior object in view by which it, and it alone, would benefit, so that I fully believe before the close of the year we had actually far fewer children attending schools throughout the district than there were before Government took any trouble in the matter.

"No sooner had the people begun to get the better of these groundless fears, and to consider that after all Government was honest in its intentions, than their suspicions were again roused, and this time with some reason, through the minute and particular enquiries which had to be made for obtaining information to fill up the returns, called for by the Education Department; to furnish which the daily routine of a man's life had almost to be gone into, and it was not therefore to be wondered at that parents kept their children away from school when they found that, by so doing, they were not subjected to cross-examinations as to their habits and their means of livelihood."

"The taking of an educational census would appear to be a matter of no moment, and one which would not be likely to arouse the fears of the people; but here, again, I found that I had to move with great caution, inasmuch as those who had removed their children from school, to prevent their being kidnapped by Government and sent off to the colonies and save themselves from endless cross-examinations, thought that this enquiry into their amount of knowledge was only another process to be gone through before a new tax was imposed upon them for having that knowledge."

6. Then there was a further difficulty with the gurus, "generally old men of fixed habits, who could not understand why they should be subjected to any new innovations, and should be prevented from taking their holidays when and how they pleased, or from closing their school for as long as they liked though they were glad enough to get the assistance from Government. Others, on the other hand, utterly declined the help afforded them, being of opinion that if they once touched the Government money, they would at once become Government servants, and be at its beck and call, and be liable to be sent wherever it pleased Government to send them."

"The above were some of the difficulties we had to contend with in getting masters; and no sooner had these been overcome, than others arose, which led those who had taken, so to speak, the Government shilling to think that they had made a mistake and had been deceived. Parents who at first held back from sending their children to school, thinking that Government had some *sharp practice* in view, thought better of it and sent them, but at the same time utterly declined to pay any fees for their education. In vain the guru remonstrated and asked for the fees he had always been in the habit of receiving, he was told he was now paid by Government, and must teach for what Government paid him, or if he did not, they would remove their children from the school, when his further services would be dispensed with, and another man put in his place or the Government grant would be withdrawn, so that the guru found himself no better off than he was before Government came to his assistance, and often much worse off."

7. Comparing an independent native pathshala with a pathshala class attached to a Government vernacular middle school, Mr. Mangles observes that, whereas in the Government school the pupils paid a uniform rate of only one anna, in the unaided pathshala "some of the boys were paying as much as two and four annas a month." Mr. Mangles accounts for the difference on the supposition that "the man who has to look to fees, and fees alone, for his subsistence, takes more care and pains with his pupils than the man who gets a fixed salary, and that is appreciated by the parents." It is true that the guru in the Government school only got paid by fees, but they were fees mostly given by the boys in the two higher classes receiving instruction not given at the pathshalas.

8. The fact is that both these pathshalas, as well as the maktabas, have been driven off the field by the increasing popularity of the superior middle vernacular school and pathshala maintained by the department. The attendance in this school has risen to 80 pupils.

9. It is not asserted that the unaided pathshala was found to be more efficient than the pathshala class in the Government middle school. It might be supposed, however, from the fact of the unaided pathshala being able to exact higher fees, that it was a better school; but this is not the case.

Patna Division—Patna District.

I believe it would be found on inquiry that the pupils who paid the higher rates received a larger share of the guru's attention, and were allowed besides certain privileges as pupils who paid "extra." In a Government school no such distinctions could be permitted. Here's where the unaided pathshala has a pull over the Government school.

11. The question arises :—Would not the parents of the pupils who are comparatively neglected withdraw their children from the school? They would not. The greater number are little boys, who are sent to school not so much to learn as to be taken care of daily from early dawn to sunset. The boy of six is safe to learn in good time all the practical arithmetic and skill in writing out bonds, acceptances, etc., which he will ever need. If the boy were to learn all that has to be learnt before he was old enough to take care of himself and mind the shop, what could you do with him afterwards? how employ him so as to keep him out of mischief? The wise men of the east, as in a less degree the learned men of the west, are firmly persuaded that the heart of the young child inclineth to evil continually. It is not meet therefore that he should learn too fast. While he crawls on the ground and bawls out his lesson for the day, he is employed, and the inevitable propensity to evil is restrained, for there is no overt act.

12. And as to distinctions between pupils whose fathers are rich and great, and other pupils who are only the sons of poor men, or men of inferior caste or degree, the stronger classes are too strong, and the masses are too poor and helpless to have it otherwise; indeed, as they have never known any different order of things, they believe that it is only right and proper that the sons of the well-to-do classes should occupy the higher seats beside the teacher "who addresses them as "*habua ji*," while the sons of mere cultivators must squat at a distance on the floor, and be addressed as "*are*" and "*jare*."

There are other points of difference which *tend* to make the unaided native pathshala more popular than the Government or aided pathshala.

(1.) In the unaided pathshala the Hindustani *riwāj* (custom) prevails, while in Government aided schools it is the English *riwāj*, which means that native schools recognize differences of social position and refuse to admit the lower castes, while Government schools make no such distinctions. Indeed, the first question sometimes asked of the Deputy Inspector on his arrival at a village to start an aided pathshala is "Will the rule of the pathshala be the Hindustani *riwāj* or the English *riwāj*?"

(2.) Other things equal, the inhabitants prefer a pathshala or maktab in their own mohalla to one which is held in another mohalla.

(3.) In the unaided pathshala, the course and mode of instruction, the attendance, and the school management are all as the parents wish it, neither more nor less. It is true that the Government Resolution on education recognises the importance, and insists upon the necessity, of respecting existing native methods and courses, and the wants, feelings, and prejudices of the people. Still, the Government also expects a degree of improvement in return for the grant; and so the native pathshala is brought under inspection, which the people deprecate as an interference with the free action which they have heretofore exercised over their own pathshalas.

(4.) The aided pathshala has to furnish returns which involve exposure of their private affairs, as they regard it.

(5.) The Government thinks it desirable that the pupils should learn Nagri, besides Kaithi; but the people prefer Kaithi, which they consider all sufficient, and they do not want Nagri, which they consider a useless acquisition and perhaps worse, for as the use of speech is to conceal your thoughts, so the advantage of writing a different hand from any body else is that no body can read your writing but yourself.

(6.) The regular attendance which we think it right to require in the aided pathshala, is very different from attendance as it is, or as is prescribed or wanted in the unaided pathshala. What would be esteemed grossly irregular according to our ideas of school discipline, is the rule of the native pathshala according to Native ideas and feelings.

(7.) In the aided pathshala we should require moreover that every boy should receive a fair share of attention, and make due progress from day to day. But in the native pathshala no such regular progress is looked for or desired, as a rule.

(8.) We cannot, on principle, recognize any distinctions of rank in schools; but it would not be practicable or politic in the present attitude of the Native mind and the helpless condition of the masses to insist on the equal rights which a people so circumstanced could not maintain and do not yet desire.

All these improvements will doubtless have to be kept in view as ends towards which our efforts must be directed. But unless we proceed slowly and with caution we shall not carry the people with us; and if we fail in that, the unaided native pathshala will continue to be more popular than the aided pathshala, and the people will continue their policy of passive resistance by withholding the customary fees and presents which they have been wont to pay, and by employing every means in their power to dissuade or deter the guru from taking the Government grant.

Reports of Inspectors of Schools

13. The Vice-President of the Committee thanks the members of the Committee "for the valuable assistance they have rendered"

11 Munshi Suraj Mal, Deputy Inspector of Schools, Deputy Inspector's report reports —

"In the beginning of the year there were only four primary schools, with 144 boys, maintained by Government at a cost of Rs 5 each. Under the recent Government Resolution, 193 aided primary schools were sanctioned, and of the allotted number, 171 schools were opened or aided up to the end of the official year. These schools, with the four schools which existed previously are distributed as below —

"Sadi	sub-division	58.
Dinapur	ditto	38
Barh	ditto	50.
Behn	ditto	29
Total		175 "

15 In selecting sites for opening new pathshalas and aiding existing pathshalas in the Sadi and Dinapur sub-divisions, of which the Deputy Inspector had special charge, the following points were chiefly attended to —

(a) "Whether the village is large enough to have a primary pathsala or not.

(b) "Whether the inhabitants are willing to read and likely to appreciate the Government grant

(c) "Whether the number of students will be sufficient to keep up the pathsala, or if there already existed any pathsala

(d) "Whether the guru is intelligent and well versed in Hindi and village arithmetic and acquainted with Nigra.

(e) "Whether the majority are cultivators or non-cultivators"

All the villages referred to were visited by the Deputy Inspector in person.

16 Munshi Suraj Mal furnishes some useful statistics

17 The following table exhibits the number of schools opened in each of seven classes of villages classified according to the number of houses —

SUB-DIVISION			Villages containing less than 50 houses	Villages containing from 50 to 100 houses	Villages containing from 100 to 150 houses	Villages containing from 150 to 200 houses	Villages containing from 200 to 300 houses	Villages containing from 300 to 400 houses	Villages containing from 400 to 500 houses	Municipal towns of Patna and Dinapur.	Total
Sadi	..	..	6	20	16	8	2	1	..	5	58
Dinapur	..	..	4	8	1	8	5	1	3	5	38
Barh	..	..	..	12	12	1	5	3	2	5	29
Behn	..	..	3	12	22	.....	9	3	1	..	50
Total			13	41	51	17	21	8	6	15	175

18 All these schools are situated at distances of two to ten miles from each other, only in the Dinapur sub-division some of the schools are too close to one another. In the following year, it is hoped that a more even distribution will be made

19 The next table shows the distribution of the schools among the several thanas, with their respective areas and the number of villages included in them —

NAMES OF SUB-DIVISIONS		Names of the thanas		Area in sq miles	No of Villages	No of Pathshalas	TOTAL
Sadi	..	Nawbatpur	..	125	358	19	....
		Pahgunj	..	159	223	8	...
		Masouri	..	195	332	11	...
		Bunkipur	..	92	244	10	....
		Patna	..	49	73	10	58
Dinapur	..	Dinapur.	..	21	37	13	..
		Manair.	..	111	258	25	38

Patna Division—Patna District.

"The full grant of Rs. 5 a month has been made only to 16 gurus, who are proficient in Nagri, Hindi, and arithmetic."

20. In the Sadr and Dinapur sub-divisions only 25 gurus were found able to read and write Nagri at the time the grants were made, against 66 who could not. In Barh sub-division 11 know Nagri to 18 who do not, and in Behar sub-division, 10 know Nagri to 40 who do not.

21. Only five teachers of aided *maktabs* have a tolerable knowledge of Hindustani, but they are all deficient in arithmetic.

22. Of the aided schools 16 only are new.

23. Of the 96 pathsalas in the Sadr and Dinapur sub-divisions, in seven schools Nagri is taught efficiently, in 29 schools it is taught tolerably, and in 55 schools it is not yet taught at all.

24. The Secretary to the District Committee, Rai Sohan Lal, furnishes an interesting Report of the Secretary to the District Committee and suggestive report in which he discusses very fully the scheme of primary instruction and the importance of the practical knowledge to be imparted in all classes of schools under the orders of the present administration.

25. Rai Sohan Lal represents, in a very clear light, as the first effect of the extension of primary instruction by means of Government grants, the various apprehensions which have been conjured up in the imaginations of the people with an analysis of their nature and the causes to which they are due.

"Instances have occurred in which the pupils have taken to flight and the gurus have left their pathsalas. Thus Babu Bemola Charan Bhattacharya, Deputy Magistrate of Behar, reports that "in some villages both the gurus and boys ran away to unknown places. It is not at all easy to pacify their feelings. Even now I am not sure whether they are easy in their minds."

"The idea of the education of the masses is so novel to village communities that they fail to realize its benefits. Nothing like it has ever been contemplated by Hindu or Muhammadan rulers. Nor has as yet the English Government tried the experiment on a sufficiently large scale. Thus being unable to understand the intentions of Government they simply drew upon their excited imaginations. But rumours cannot be ascribed to ignorance only. There are always certain classes who know well how to turn to their benefit the ignorance in which the lower strata of society are generally immersed. It is their interest to keep the poorer classes in a state of darkness. It has been reported that in some instances Patwaris or other interested people, have set afloat rumours calculated to disturb the minds of the people, and to lead them to withdraw their children from the pathsalas. Under these circumstances complicated forms, which were quite beyond the comprehension of the people, and which the gurus were required to fill in, largely contributed to excite suspicion among the villagers. The following are some of the chief forms which these rumours appear to have assumed.

"(1.) Those who are able to read and write, will be turned to Christianity or sent to *kala pani*, or the island of Mauritius.

"(2.) The gurus will be employed as spies to furnish to Government such information as will enable it to impose new taxes.

"(3.) The pathsalas will bring in Government servants constantly into almost every village, and thus become sources of constant trouble. Similar stories were invented and put in circulation when the Patna normal school was opened."

26. "While the popular notion saw in the normal school only an asylum for the poor, the fears of the ignorant and the malice of the mischievous were coining up or manufacturing vague alarms, which kept away pupils from the model school. The new school was meant to convert pupils to Christianity, and then transport them across the seas."

"Extract I from Education Report for 1863-64, page 218."

27. "The vague apprehension, that the normal school was a special institution for kidnapping and transporting men beyond the seas to be made Christians of, has somewhat abated, but it is not yet wholly extinct. Timid parents have sometimes presented themselves in fear and trouble to refund the stipend and remove their sons from the school; but the readiness with which their application has been granted has reassured the public mind, and the pupil teachers have not unfrequently returned for re-admission."

"Extract II from Education Report for 1864-65, page 338."

"The habits of thought that prevail among the lower and, to some extent, among the middle classes of people in these parts, would seem to indicate that if the history of Government schools could be fully traced up to their foundation it would disclose a similar state of things. Hence there is nothing in these rumours that can be said to have any special connection with the pathsala scheme. Their effect, though considerable, is temporary. It was on their account that the progress in opening the pathsalas was every now and then checked."

Reports of Inspectors of Schools.

28. With a view of promptly and effectually carrying out the scheme of primary instruction, the sub-divisional officers were enjoined to give it full attention in their cold weather tour. The Deputy Inspector was charged with the duty of starting pathsalas in the Sadr and Dinapur sub-divisions, under the immediate supervision of the Magistrate of the district; as many pathsalas and Government schools as possible were visited by the district officer. The Deputy Inspector and sub-divisional officers were required to submit weekly progress reports; their operations were closely watched; and while endeavouring to push on the work to a successful issue special care was taken to avoid disturbing the minds of the people by indiscreet haste. A prudent caution was felt to be necessary, because it was considered that the actual success of the undertaking would have to be measured, not by the number of pathsalas that might be immediately started, but by the degree in which we succeeded in carrying the people with us.

29. "From the unappropriated savings of the previous year a portion was reserved for giving aid to or starting 30 maktabas, which would raise the total of aided schools to 216, and another portion was held in reserve for setting up training classes for gurus and *myanjis*.

30. "An attempt at an educational census, on a small scale, has also been made, as will be shown further on."

31. Measures have been adopted for the gradual introduction of the Nagri character in pathsalas.

32. The results of an educational census of 29 villages in Barh are thus reported by the sub-divisional officer, Mr. White.

"The 29 villages had a total population of 37,988, of these, 11,842 were men and 13,362 women, the rest (12,784) being children. None of the women were found to be able to read or write Hindi or Persian, whilst only 1,569 men knew Hindi, 96 Persian, and two English; we have thus only 1,667 men out of the number given above who know how to read and write. If we take this as the total population of the 29 villages it gives 4.3 per cent; but if women be left out of the calculation as wholly ignorant, and the percentage on the males only be taken, it gives a percentage of 14 as literate. I leave out the 478 boys attending pathsalas in these villages out of my calculation, as it is hardly probable that they could have learnt to read and write within the short time that these pathsalas have been opened. If the populations of Barh, Fatwah, Mokameh, and Bakhtiarpur be left out the remainder may be said to be a rural population; and taking the average of the 29 villages to be our authority the result is that 4.38 of the rural population know how to read and write, and, if the women be left out of the calculation, we have 14.07 per cent of the males as literate, showing that education is in a deplorably backward state in this part of the country."

33. The results of the Deputy Inspector's educational census of five villages at short distances from Bankipur are exhibited in the following table. The inquiries were made on the spot, with the assistance of patwaris, gurus, and some leading men in the villages.

NAME OF SUB-DIVISION	Names of thanas.	Names of villages.	Number of houses.	Number of men.	Number of women.	Number of boys.	Number of girls.	Total number of souls.	Number of men who can read and write.	Number of boys who read in the school.	Number of boys who read privately.	Number of women or girls who can read.	Total number of persons who can read.	Percentage of literate or illiterate.	Percentage on total male population.
Sadr ..	Bankipur.	Kirji ..	58	90	127	52	55	333	16	5	...	...	21	5.86	..
Do.	Do.	Rajapur ...	108	161	223	105	71	550	44	19	2	...	66	12	..
Do. ...	Do.	Phulwari ...	335	452	560	280	211	1,509	18	13	10	...	101	6.66	...
Do. ...	Pali.	Manjholi ..	152	122	350	144	126	951	43	38	...	...	81	8.5	...
Do. ...	Patna.	Sabalpur ..	152	179	311	119	117	728	40	18	12	...	70	9.61	..
Total ...		5 villages ...	806	1,003	1,586	700	580	4,009	161	93	25	...	339	8.38	19.9

34. The pathsalas thrive best in places where there is a large proportion of mahajans, bunias, patwaris, and trades' people. This is just what we should have expected; and the fact is verified by the results of the education census taken by the Deputy Inspector, as shewn in the table just given. Thus, "in Rajapur, where there is a large number of mahajans, the percentage of the literate is the highest, as much as 12 per cent."

35. "In the city of Patna, 28 maktabas are reported to have an attendance of 125 pupils; of these, 44 are Hindus and 81 Muhammadans."

Patna Division—Patna District.

36. "In the whole district there are three *tois*, in which Sanskrit is taught; one in the city of Patna, attended by 50 pupils; and two in the head-quarters of Behar sub-division, with an aggregate attendance of 170 pupils.

"These institutions are supported by the Hindu gentry. The students are taught Sanskrit Grammar, Logic, Rhetoric, &c. Hindi is never taught in *tois*. But the Sanskrit pathshala, or *tol* in the city of Patna, started by Munshi Manohar Lal, used to send students to the Vernacular Scholarship Examination."

37. "The information obtained about the indigenous pathshalas is necessarily incomplete. They are spread throughout the length and breadth of the whole country. There is scarcely a village which has not its own pathshala, and in such places where there is a cluster of small villages, a tolerably good pathshala is generally to be seen in the one that is more centrally situated. It would have been impossible for the Deputy Inspector or Sub-Inspectors to go to all the villages and to make enquiries respecting these primary schools, which have a very precarious existence. The present year may place more full and accurate information on this important subject at our disposal."

Examination notes

38. I examined 42 pathshalas and makhtabs of this district, a few of these were unaided

39. The following are extracts from my examination notes

40. *City pathshala*, 10 boys present. The guru puts into the hands of some boys some old Hindi Primers, which he has just taken out of a box. It turns out that these boys had learnt to read Hindi

Sadri Sub division

when this school used to be a Missionary school. Hindi is not taught now. Like most pathshalas in large towns, several of the boys are tolerably proficient in the tables and sums worked out according to the native system. This is the pathshala which the Lieutenant-Governor visited

41. A Persian makhtab consists of five boys, of whom 3 were present—all Hindus. Only one boy reads Urdu Amoz

They are not taught the meaning of what they read. No Arithmetic

42. A Persian makhtab consists of five boys, of whom three were present, one Muhammadan and two Hindus, two boys read only *Karima*, the first Persian book, the third boy is learning the alphabet. Neither meaning or spelling yet taught. The teacher said the boys were too young to understand the meaning of what they were made to read.

43. The above schools were visited by me in company with the district officer, Mr. Mangles.

44. *Khurji pathshala* was closed, because the guru had gone to his home.

45. *Bankipur Khas pathshala*, 17 boys present. Mostly learning the alphabet. A few are learning anna and chittak tables, and multiplication up to 16 times 20.

45. *Nadawan pathshala*, 14 boys present. Inferior to Bankipur Khas

46. *Naubatpur pathshala*, 6 boys up to 11×11 . 11 boys can multiply up to $3\frac{1}{2} \times 100$: 3 boys know *kharid bikri* (Practice), which they call *Mukhtasar* (A) for abridged. There is some degree of classification in this pathshala. Kaithi writing only. 12 boys who learnt at this pathshala were present at the examination.

47. *Rastamganj pathshala*, has been recommended for a grant. But the pandit is looking out for pupils for his pathshala. He has found only two as yet.

48. *Hatitola pathshala*, to be recommended for a grant. Eleven small boys are reading their letters. Two older boys and five men know *khet lagana* and *kharid bikri*.

49. Manair makhtab, 18 Muhammadans and 4 Hindus present. All read Persian and Koran only. The teacher declines a grant.

Dinapur Sub division

50. *Bahapura pathshala* recommended for a grant. One of the pupils, Mazhar-ul-huq, seven years old, son of Sheikh Ahmed Ali, a zemindar of Bahapura, is a very clever little fellow. He reads any book

• A clever boy •

you like in Urdu, and he knows a good deal of Persian besides, and the meaning too. Fifteen boys in the pathshala, in different stages, muddling. Some of the boys write Nagri. The boys have drill. The teacher, an ex-pupil of Manair middle school, shows a plan of the school-house drawn by him

51. *Manair pathshala*, 13 boys. Learn *pahara* only; four write kaithi.

52. *Jamnitolia pathshala*, only 9 pupils, of whom four are men.

53. *Bishambarpur, new pathshala*, Rs. 4. Twelve boys reading their letters; seven boys *kharid*; two boys read Nagri, sharp, ready, and accurate. Write kaithi.

54. *Lai pathshala*, Rs. 5. Five boys at their letters; ten boys learn *pahara*; nine boys, *takdam*; three boys know *khet lagana*. All read and write Nagri. This is a fair school. But no boy could give me the $\frac{2}{3}$ of $\frac{2}{3}$, or the $\frac{1}{2}$ of $\frac{1}{2}$. No native pathshalas can.

55. *Binaul pathshala*, Rs. 4. The teacher is an ex-student of the Government school at Lai. Four boys at their letters, 11 boys learn multiplication; two learn *kharid*.

56. *Patot pathshala*, 4 Rupees. Very few boys. Indifferent.

57. *Baragaon pathshala*, Rs. 5. The teacher is an ex-student of Lai Government school. Two boys at their letters; 14 boys learn the multiplication-table; 8 boys know *pattu danda dandi* and *chan bhangaia*. All read Nagri. No writing yet; reading not distinct. This is a fair school.

Reports of Inspectors of Schools.

Attached to it is a night school for adults, who are cultivators. It is reported to be attended by 12 pupils.

The difficulty in regard to night schools is the hard labor undergone in the day's work, so that the pupils can hardly keep their eyes open.

58. *Kattesar pathsala*, Rs. 4 grant. Four boys at their letters; 10 learning multiplication, and seven *kharid*.

59. *Kenhar pathsala*.—A candidate for a grant. 10 boys present; beginners.

60. *Sadisapur pathsala*.—Has a grant of Rs. 5. Eight boys learn *kharid bikri*, *hijgaran* (multiplying by 22), and land measurement.

Kishanpur pathsala.—A candidate for a grant. Only six boys present.

61. *Bihta pathsala*.—Seven boys at their letters. Seven learn multiplication, and 19 from *tak dam* up to *Kharid*.

62. *Berna pathsala*.—Grant Rs. 3. Two boys good at land measurement; one boy up to $3\frac{1}{2}$ times 100, the rest are mostly beginners.

63. *Muhammadpur pathsala*.—Grant Rs. 3. Seven boys in all. Two boys at *tak dam*, two boys up to $3\frac{1}{2} \times 100$, three boys from 3 to 8 times, one boy has begun Nagri. The teacher's grant might be reduced till he has a larger attendance in his school.

64. The Sub-Inspector does not seem to understand that it is his duty to instruct the guru to arrange the boys in sections according to their different stages. Boys who have read more and boys who have read less are all huddled together.

65. *Sahri pathsala*.—Grant Rs. 3. 20 boys present; three boys up to *Kharid bikri*, deficient, the others are beginners mostly.

The Sub-Inspector should encourage the people to attend at the examination, not drive them away as he was doing just now.

66. *Parsawan pathsala*.—Grant Rs. 5. This is too much for a pathsala with only 13 boys on the books, eight present, three boys up to 16 times, and five boys at their letters. This is all.

67. *Misitola maktab*.—Grant Rs. 4. 13 Musalmans and three Hindus. This maktab is held at the private dwelling house of Bhagwan Dat, mukhtyar; two boys up to division, the rest multiplication from twice up to 10 and 15 times, six boys read Hindustani.

68. *Kotwali Chabutra pathsala*.—Grant Rs. 3. 58 boys out of 80 present. This is a large pathsala, nine boys up to $3\frac{1}{2}$ times, and *tak-dam*, the rest are beginners mostly. Nagri books wanting. No writing yet.

69. *Chiptola pathsala*.—Grant Rs. 3. 40 boys present, five boys up to $4\frac{1}{2} \times 100$; 20 boys up to 40×10 , others from twice and thrice up; two boys read Nagri.

70. *Ambar pathsala*.—The guru of this school is blind. 18 boys are present, eight boys up to *kharid bikri*, two boys know land measurement; eight boys at their letters. This school should receive a grant.

71. *Naga Saryi pathsala*.—Three boys up to *kharid bikri*, two boys know land measurement, five boys up to multiplication, and four boys at their letters.

72. *Kharadi Mohalla pathsala*.—23 boys present, three boys up to *kharid bikri*, and, one boy knows land measurement. The rest of the school is far behind.

73. *Garrh pathsala*.—Two boys up to *tak dam*, five boys up to *kharid*, and six boys learn land measurement.

74. *Malthuria pathsala*.—26 boys present, two up to *Kharid*, three learn land measurement, the rest multiplication.

75. *Sohsari pathsala*.—18 boys present. Three boys up to *Kharid*, three *tak dam*.

76. *Behar maktab*.—One boy present, two absent.

77. Another Behar maktab, consists of only one boy.

78. *Jhingnagar pathsala*.—Nine boys—three *tak dam*, six multiplication. *

79. *Harnaut pathsala*.—Two *Kharid* and land measurement, four boys *tak dam*.

80. These boys are a sight, with their faces, and in some cases the entire body, daubed all over with white earth which they call *bidya ki khari* (the chalk of learning), which is believed to have the virtue of helping the pupils to retain the knowledge imparted to them, without it this knowledge would fade away and vanish. The white earth which they rub over their bodies is the homage paid to the God of wisdom, Ganesh.

The guru makes the boys perform a *tableau* by standing alternately on either leg. He calls this school-discipline.

81. *Khas Sohara adda*.—12 boys present, indifferent.

82. The table given below shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was 4,792, of Muhammadans 250. Of the total number, 919 were returned as able to read and write easy sentences in their mother-tongue.

Patna Division—Patna District.

Return showing the number and race of teachers and pupils in Primary Schools.

SUB-DIVISION OF THE DISTRICT	NUMBER AND RACE OF TEACHERS				NUMBER AND RACE OF PUPILS				Language and subjects taught	NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS		
	Total numbers		Hindus	Muslims	Others	Total Number	Hindus	Muslims		Others	Number of girls who are reckoned in foregoing three columns		Could read and write easy sentences in their mother tongue	Could not read and write any sentences in their mother tongue
Sadr	58	174	170	4	1424	1380	44	267	1157	Hindi and Hindustani and Arithmetic &c	267 1 185 27	21 606 621	Primary schools supported by Government	
Barh	23	23			81	81	2	1	21					
Behar	20	20	20		791	768	22	185	606					
Dumraur	37	37	36	2	829	838	61	27	621					
Total	174	174	170	4	3322	3256	154	817	3150					
Sadr	67	67	37	23	867	726	91		718	Hindi, Persian and Arithmetic &c	6 5 0	3 177	Primary schools receiving no support from Government	
Barh														
Behar	6	6	4		251	76	6							
Dumraur	17	17	17		182	182								
Total	90	90	58	23	1310	984	98	112	868					
GRAND TOTAL	264	264	228	32	4632	4702	250	919	4123					

* The returns showing the race of teachers and pupils of four undated schools have not been furnished.

Reports of Inspectors of Schools.

83. There are nine middle Vernacular schools maintained by Government at a total cost of Rs 190. These schools are in the head-quarters of the sub-division of Barh, and at Jhaoganj, Naubatpur, Taliganj, Manair, Hilsa, Islampur, Silas, and Mokameh, the aggregate attendance is 435.

84. All the pupils learn Hindi except a few very bigoted Muhammadans. One of these boys (of Manair school) is a *Hafiz* (one who has learnt the *Koran* by heart).

85. The following schools passed pupils at the Vernacular Scholarship Examination.

Jhaoganj passed one in the first division and four in the second division, Barh passed one in the second division and five in the third division; Naubatpur passed two in the second and one in the third division, Rajapur, private school, one in the second and one in the third division.

Examination notes

86. Naubatpur middle school I found very inefficient, small attendance and very little proficiency. Hindi had been introduced.

87. Manair middle school (Vernacular) from being one of the most backward, is now one of the best middle schools.

The boys read and write Hindi. Quaid Urdu should not be read, the teacher should instruct his pupils in Hindustani grammar orally. To put a book into the pupils' hand is to tell him to cram. We have

A Hindustani grammar wanted

no book of Hindustani grammar yet. The Urdu Grammar yet compiled, consists, for the most part, of Arabic etymologies, syntax, and technicalities, composed in *quasi* vernacular.

Two boys exhibited a plan of the school-house which they had surveyed and plotted.

88. Barh Middle school (Vernacular) is a good way behind Manair. Hindi has been introduced. The pupils should be taught the native system of arithmetic.

Aided Middle English Schools

89. There are three schools of this class in the district severally at Dinapur, Barh, and Jhaoganj.

90. Dinapur aided school ranks first, 97 boys on the roll against 80 in the previous year.

Mr. Gordon, Officiating Inspector, visited this school in company with the Magistrate, Mr. Mangles. On entering they heard the head master "shouting to two boys a piece of poetry, 'Tell me not in mournful numbers,' in a very excited manner, violently gesticulating at the same time. They read boldly but could not explain the meaning of words and phrases, and knew hardly anything about parsing. The head-master attributed their ignorance to the sickness of the season. On putting a few questions to the head master, I found he had some years ago (he said) suffered from aberration of intellect, and I almost fear from his extraordinary appearance, demeanour, and excited manner, that he is still labouring under some mental defect."

The head master never displayed any eccentricities during my visits to the school, though he ever delighted in spouting poetry and making his pupils do likewise. Gesticulation was superadded in this instance, I conclude, with a view to greater effect. Babu Govind Chandra Basu has since resigned his post, he has been succeeded by the second master of the school, Babu Tarak Nath Datta.

The following are extracts from my examination notes.—

"DISCIPLINE" BAD

5th and 6th Classes.—Want of life in the class, indicating the absence of mental exercise by much questioning on the part of the teacher, as distinguished from learning by heart and being told. I want to see how the teacher teaches his class. Just so. The teacher repeats the lesson to the class instead of exercising the pupils in the lesson.

Third Teacher.—As in the other classes the teacher stands by the pupil who is reading instead of occupying his proper place before his desk. He calls out to the class *bolo bolo*—that is, "rattle along, when he ought to *bolo* (ask questions) and then the pupil would *bolo* to some purpose. Again, his eye is on his book when it ought to be on the class. I had to show the head master how the benches should be arranged." Yet we go on from year to year without training colleges.

91. This school has always been poorly attended, and the attainments of the pupils are below the average. The pay of the English teacher is small and no teacher cares to stay long in this post.

Babu English middle school

The number of students at the close of the year was 24 against 12 in the year before.

Mr. Gordon, Officiating Inspector, remarks as follows:—

"The boys generally read and pronounce fairly. Their translations into Vernacular are not very good, but tolerable. The boys should be given daily exercise in composition and translation, from English into Vernacular, and *vice versa*. They do not read grammar, could not tell what part of speech 'two' is. In history they answered fairly, but in geography not so good. One boy said France was in Rajputana."

"The school building is in good order, the boys are neat, steady, and orderly, and the maps and furniture cleanly kept."

Patna Division—Patna District.

"The school appears to be prospering. The head master evidently takes an interest in his work. A good deal depends upon him as well as on the efforts of the Secretary, who I am glad to find has not lost any of his energy.

92. "Karaparsara school, supported by Maulvi Wahid Uddin Khan, the Principal Middle class unaided English schools Sudr Amin of Bhagalpur, was closed for some time during the year, but re-opened from the month of March. Three boys appeared from this school in the Minor Scholarship Examination, of whom only one passed successfully, and is getting a stipend in Behar higher school."

93. Muradpur English school had only 32 pupils against 52 in the year before. This school prepares pupils for the Entrance Examination.

New unaided schools Report of the Secretary, District Committee 94. Two new Vernacular schools of the middle class were opened during the year. They show an aggregate attendance of 121 pupils

95. Both these schools are maintained by Muhammadan gentlemen. The Vernacular school at Patna was started by Sayyid Saams-ul-Huda, and it is supported by the subscriptions of Muhammadan gentlemen, who form a Committee of management. The cost of the school is Rs. 57 a month. The course of instruction embraces Persian, Arabic, arithmetic, and geometry.

The Secretary, District Committee, reports that the school is on a pretty large scale, and "it is well furnished with chairs, benches, and tables. The students pay no fees and they are taught in classes."

96. The other school has been opened at Dumri by Sayyid Fuzl-ur-Rahman. 15 students attend this school, which is maintained at a cost of Rs. 40 per month. The course embraces history, geography, Euclid, and algebra. The medium of instruction is the Vernacular.

97. These two spontaneous efforts of Muhammadan gentlemen sufficiently indicate, what the Behar Scientific Society and Sayyid Ahmed Ali in the North-West long since pointed out, the conditions on which Muhammadans are willing to accept instruction in European science. To insist on more at the outset is to condemn a large and important population to the ignorance and poverty entailed on this class by our "system," for experience has shown that Muhammadans do not resort to our English schools and colleges freely as the Hindus do, and that the mass of Muhammadans, among whom are comprised many of their most influential members, will continue to endure the poverty and degradation to which they are subjected through the rise of Hindus who do accept our "system;" but they will not, for any earthly gain, risk the salvation of their souls, as they believe they would, by learning the language of heretics. Hence the question is whether it would not be just and politic to give them some knowledge on their own terms rather than leave them without any knowledge whatever by insisting on all or nothing. When their minds have been expanded by a little knowledge, they may be induced to seek for more. When they have been led to realize the scantiness and the errors of Eastern literature, some at least may go further and strive to acquire the key to sounder and larger instruction.

Behar higher school

98. Of this school the Deputy Magistrate reports as follows —

"The Behar school is in a flourishing condition. Last year five boys passed the Entrance Examination and four obtained scholarships. The zemindars came in with liberal hands to encourage the boys. Babu Durga Sankar Bhattacharya gave a gold medal, Shaha Nurul-Husain and Fazl Sajjad gave each a silver medal, and Babu Madan Mohan Bhat Rs. 50 in cash to the most shining student. Maulvi Abdul Aziz gave a reward of Rs. 100, and Babu Sifoo Dyal Singh a reward of Rs. 60 to the head-master for his exertions in improving the condition of the school. A gold chain and a silver watch have been purchased with money and presented to the Babu. Babu Lal Gopal Sen is a very clever, intelligent, and industrious teacher. I have the greatest pleasure in bringing his services to your kind notice. Babus Sheo Dyal Singh, Madan Mohan Bhat, Durga Sankar Bhattacharya, Maulvi Abdul Aziz, Shaha Fazl Sajjad and Nur-ul-Husain deserve my best thanks for the very liberal interest they take in the affairs of the school

"A surveying class has been opened in the school since March last. The attendance is not great now, but hopes are entertained of its being a success."

Examination Notes

99. The following are extracts from my examination notes —

7th class.—The same faults as before. The teacher does not know how to teach.

6th class.—Akhlāq Mohamini, not a good selection; besides this book is Urdu, not Hindustani. One boy rattles away without stopping. The teacher looks up at the ceiling immensely satisfied.

5th class.—I find the teacher seated doing nothing. Here also one boy, the first boy, rattles away. The teacher's eye is on the book, and he never once opens his mouth all the time. One would suppose that pupils never made mistakes which require to be corrected.

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4th class.—The same faults appear again. Teaching means the art of putting questions, but I don't hear any question put whatever.

3rd class.—Dictation. Orthography correct for the most part. Writing indifferent.

2nd class.—I give an easy passage from Robinson Crusoe for translation. It is not understood. Translation "I found employment." "*Main mashgûl pāya*"!

1st class.—The pupils could not give me the meanings of influence, restraint, scene. They are up in the Entrance Course, not in the language.

Geography.—Do not know the difference between a circle and sphere. This comes of our "system" of teaching, or rather attempting to teach, the theoretical before the practical, synthesis without analysis. The pupils have been taught croquet by the second master, Mr. D. Abrew.

Patna Normal School.

100. The number of pupil teachers in the Vernacular Department was 76, and in the English Department 21.

One hundred and sixty-two pupil-teachers have been passed by this school. The pupil-teachers from this school are in general request. Mr. Thomson of Behia, Maulvi Imdad Ali, Secretary to the Behar Scientific Society, Maulvi Wahid-ud-din, Subordinate Judge of Bhagulpur, and Sayyid Shams-ul-Huda of Patna, who has recently opened a Middle Vernacular school, have all applied for or obtained teachers for their schools from this Institution.

101. Sayyid Imdad Ali who visited this school in October last has recorded his opinion that "the Vernacular literature is taught in a manner which is unrivalled for its accuracy and completeness. The student traced derivations of the Persian words occurring in their books through the Sanskrit to the Zend and other cognate languages. They were able to give all the idioms connected with the Hindustani or Persian words with great accuracy. In describing the simple machines, the students were able to illustrate their explanations with a number of examples."

102. "I believe that if the status of this Institution be raised, by enabling it to impart practical instruction of a useful nature, its utility will be greatly increased." The Maulvi stated to the headmaster that "the Society's efforts to extend vernacular education were greatly impeded by the want of trained teachers."

103. In the English class, eight pupils are supported by the stipends they receive or by the charity of the native gentry. Ten pupils are represented by incomes under Rs. 30 a month, and five pupils by incomes ranging from Rs. 40 to 50 a month. Pupils, whose parents have better incomes, go to the College.

104. In the Vernacular Department all the pupils belong to the lower classes.

105. In the English class there are four Muhammadans to 20 Hindus, in the Hindustani and Hindi Departments there are 40 Muhammadans to 36 Hindus; in the Hindustani classes all are Muhammadans, with the exception of one Hindu. The strong preference by Muhammadans for the vernacular as the medium of instruction is again manifest.

106. Hindi is now read throughout the school. In the Hindi Department all the subjects are taught in Hindi; in the Hindustani Department all the subjects are taught in Hindustani. All the Muhammadan pupils of this Department read Nagri, Hindi besides for one hour every day, as they object to do in private maktabas.

107. There is a girls' school for Bengali girls, and one for European and Eurasian girls in the Convent, both at Bankipur. There is also a boy's and girl's school for Europeans and Eurasians at Durga-pur Road Station.

108. The Bengali girls' school is supported by subscriptions or donations. It has been in existence for the last four or five years and seems to have an element of stability about it. Attached to this is an infant school. The number of pupils and monthly expenditure are given below:—

SCHOOLS.							Number of pupils.	Monthly expenditure.		
								Rs.	A.	P.
Girl's school	...	...	...	...	...	...	13	20	0	0
Infant school	...	...	...	...	...	...	16	21	0	0

109. Reading, writing, and arithmetic, and needle-work are taught to the pupils. The mistress is a Native Christian. The school maintains its position through the exertions of its able Secretary, Babu Durga Gati Banurji and a few other Bengali gentlemen, who take a warm interest in the welfare of the institution."

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St Joseph's Orphanage

110. At my inspection of this school 46 girls were present, four others were reported sick (two with sore eyes)

Examination notes.

In the fifth class, five girls, all can read fairly and can count up to 100 One girl knows addition

4th class—Ten girls. Reading, middling, meaning, fair, addition, fair The class sharp and ready

3rd class—13 present Reading and meaning, good, arithmetic, simple rules, middling, geography, indifferent.

1st class—Six girls Reading, fair, meaning, indifferent

Simple Proportion—Worked a simple sum mentally

111 I was very well pleased with St Joseph's Orphanage Girls' school at Bunkipur, Patna It is the best girls' school I have examined in Behar Several of the girls read distinctly and well, and gave the meaning of words accurately and readily Altogether they exhibited a degree of mental activity, which is always a sure sign of frequent active questioning on the part of the teacher. This is a true merit because teachers are usually too inert, and their inactivity is inevitably reflected in their pupils

112 The school has improved since I examined it about a year ago, but there is room for more improvement Mistakes should be taken up always without fail by the next pupil, and more questions and less *telling* will make the pupils sharper and more intelligent than some of them are already By questions I mean of course *suggestive* questions which will make the pupils think and find out for themselves

113 "In answer to my inquiry, the girls said they played 'post' 'hunt the slipper,' 'Puss in the corner,' 'where is pretty Mugueta,' &c They liked 'hunt the slipper' best I noticed that they gave their answers freely and cheerfully"

114 "I should like to have seen them during their play hours, because it is on the play ground that the spirits and bodily activity of children are best seen, but the day was hot and sultry, and I did not ask to see this side of their school life

115 "I should add that the pupils need more exercise in arithmetic, and they should have 'ciphering books' that they may learn to write down columns of figures with neatness and method

116 This school used to receive a Government grant of Rs 80 which was withdrawn because the teachers were inefficient The school has since opened under a new teacher, and the Railway Committee of Management requested me to report on the teacher to enable them to apply for a restoration of the grant

117 I accordingly visited the school I saw 11 boys and girls divided into four classes. The result of my examination was communicated to the Committee in a letter in which, after referring to my examination notes (copy furnished), I stated as follows "You will observe that there is yet a great deal to be learnt in the art of teaching and school management, but if the teacher will attend to the suggestions which I offered, she may do I know how difficult it is to get good teachers Unfortunately very few people are aware of the fact, that no teacher can teach without being taught how to teach Some of the defects pointed out in my notes are found in every school more or less"

Roman Catholic Orphanage, Girls

118 7th class—7 boys, 5 to 6 years old Letters.

6th class—10 boys Reading, 32 pages reading, middling, can count up to 100

5th class—5 boys, (1 absent) 40 pages, reading middling can add a little

4th class—10 boys, all present 98 pages, reading, middling, meaning, fair, mental arithmetic, subtraction, middling

3rd class—8 boys, all present 100 pages, reading and meaning, middling, arithmetic, to multiplication, fair

2nd class—12 boys, all present 150 pages, reading, fair, meaning, fair, geography, fair, arithmetic, compound multiplication, middling

1st class—12 boys (1 day pupil absent), reading fair meaning fair

Possess some acquaintance with the properties of light treated of in their lesson

Arithmetic—No decimal fractions This is the only English school, yet examined, able to distinguish clearly between a vulgar and decimal fraction and to give the *rationale* of the rule for reducing a compound to a simple fraction Writing middling

119. The Secretary to the District Committee has some valuable remarks on the character of the reforms which have been recently made in the system of Public Instruction These are discussed under four heads, (1) education of the masses, (2) the real vernacular of the people to be read in schools, (3) instruction in physical and natural science, (4) instruction in subjects of a useful or practical nature

120. Referring to the substitution of simple reading books in simple language for the Persianized and Arabic-ridden text-books of schools, the Secretary quotes from Mann's educational tour, "the Germans, up to a certain stage of progress, do not attempt to teach poetry or fine prose. Their readers contain useful information on various subjects. The reason seems to be that

Primary instruction.

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as long as the pupils have not advanced to a certain point, a clear perception of the beauties of language seems to be beyond their comprehension.

121. "The use of classical books for the vernacular scholarship course has been prohibited by recent Government orders, and office papers are to be substituted in their place. This seems to be a step in the right direction; but there is one point that requires some consideration.

122. "The bulk of official Urdu or Hindustani correspondence, not unfrequently contains, in this province at least, mistakes of idiom and grammar. Nor can it be said to be remarkable for simplicity or purity of diction. However, certain forms of deeds or petitions, or other office papers, may be obtained for the study of the Muhammadan students, who will be allowed to pass their examination in the Hindustani papers.

123. "But a greater difficulty will be experienced in the case of the Hindi students. They could not easily find Hindi official correspondence to prepare themselves for examination. I would, under the circumstances, suggest that they may be allowed, till a better arrangement can be made, to read the Hindu translations of the Government resolutions which have been made by the head master of the Patna normal school, and have been approved by His Honor the Lieutenant Governor."

124. Further on, extracts from the most advanced thinkers in England are quoted to shew that the faults of the system of public instruction in India, the removal of which has been the object of recent resolutions, are likewise the fault of the system in England, which faulty system has been too faithfully reproduced in this country.

125. In quoting the extracts which are to follow, I cannot persuade myself that I am needlessly lengthening out this report. Whatever value may be assigned to figured statistics and brief outlines, which tell the number of schools and pupils, the cost of instruction, and the subjects of study, &c. I have always felt that greater importance should be attached to descriptions which may give the reader a vivid idea of the character of the instruction imparted, the mode in which it is conveyed, the kind of men who are turned out from our schools and colleges, the weak points of the existing system, and the arguments in favor of a better. The views of an enlightened native gentlemen, who brings to bear on his experience of the condition and wants of his own countrymen, the light of the most advanced European intelligence, as expounded by the most eminent men, are especially valuable. It is the more so because this is the only District Committee's report in this circle which has discussed the question of education on broad principles.

126. With respect to the education of the masses, reference is again made to Germany, as distinguished for its comprehensive system of primary instruction, under which almost every village maintains a school.

127. On the respective claims of the classical and vernacular languages in the curriculum of schools, an extract is quoted to show that the neglect of the Vernacular in this country is paralleled by a similar injudicious neglect of the study of English in schools in England.

128. Thus, J. W. Hales, M.A., writes as follows, in essay VII of "Essays on liberal education."

"To begin with, how comes it (English) to be conspicuous by its absence from our schools? While in French schools, French is taught, in German schools, German, why is English excluded from English schools?

"With regard to the predominant influence of Latin, I shall here say less; but I must point out how detrimental to the study of our mother tongue that monopoly has proved. It has thrown it completely into the shade, and has dwarfed and stunted it; it has driven away English from the doors of our better schools 'to seek shelter in some humbler shades.' No doubt, much of this fatal estrangement has been due to the narrow spirit in which the so-called classical studies have been pursued, which cannot live on in the light of a broader scholarship.

* * * * *

"Let the learner's study of language begin with his native language. Let his first lessons in that science be based on that language which is already to some extent familiar to him, illustrated, interpreted, and made meaning by that. Surely this is the rational course. Having gathered from the specimen that lies ready to hand some notion of what a language is, let him, if you please, proceed to another language, dead or living."

129. On the study of the physical sciences, the Secretary, District Committee observes:—

"The importance of encouraging the study of the physical sciences can hardly be over-rated. The thinking classes of society who preside over the several branches of industry or contribute towards the perfection of the processes of art, or watch over its products, or protect the fruits of honest labor, should be so prepared as to initiate healthy action, to guide spontaneous movements, to set on foot comprehensive measures for the welfare of the whole community, in short, to utilize and develop its resources to their fullest extent, giving life and vigor to the whole nation.

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"With very few exceptions, the due performance of these important functions is greatly indebted to the natural or physical sciences that call in the powers of nature to administer largely to the wants and comforts and conveniences of human life. The neglect, or the want of due encouragement to the physical sciences, has been noticed by some of the best thinkers of the age."

Natural sciences.

130. J. Wilson, M.A., has the following remarks on the teaching of natural science in schools (Essay VI., *Essays on Liberal Education*) —

"What ought to be the relations of science and literature in liberal education, is one of the most important questions which come before those who reflect on the theory of education. It is only lately that the question has been distinctly stated. No complete answer can yet be given. It needs no proof that the present state of education into which we have drifted, is not satisfactory, and among its most marked defects is the neglect of science. This is equally the opinion of the many and the few; and lately some valuable contributions have been made to public opinion on this point by Mill and Thirlwall, and others, to whom this neglect is a matter of astonishment and regret."

131. To the same effect writes J. H. Huxley in his "Lay Sermons"—"In these times the educational tree seems to me to have its roots in the air, and its leaves and flowers in the ground, and I confess I should very much like to turn it upside down, so that its roots might be solidly embedded among the facts of nature, and draw thence a sound nutriment for the foliage and fruit of literature and of art. No educational system can have a claim to permanence, unless it recognizes the truth that education has two great ends, to which everything else must be subordinated. The one of these is to increase knowledge, and the other is to develop the love of right and the hatred of wrong."

132. Rai Sohan Lal goes on to remark, that "the University course allows physical sciences to be taught in the higher classes as optional studies. This branch is therefore struck up as a cornice at the top of the edifice, when it ought to form a solid base on which the future structure is to be raised. The reason assigned for such a mode of proceeding appears to be an opinion that the physical sciences cannot be introduced in the school classes. This notion, however, is contradicted by the reasoning of the best authorities on the subject."

133. To quote again from Huxley—"One is constantly asked, when should this scientific education be commenced. I should say with the dawn of intelligence. As I have already said, a child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants, is an object lesson of one sort or another, and as soon as it is fit for systematic instruction of any kind it is fit for a medium of science. To begin with, let every child be instructed in those general views of the phenomena of nature, for which we have no exact English name. The nearest approximation to a name for what I mean, which we possess, is 'physical geography.' The Germans have a better word—'Erd kundle' (earth knowledge), that is to say, a general knowledge of the earth, and what is on it, in it, and about it. If any one who has had experience of the ways of young children, will call to mind their questions, he will find that, as far as they can be put into any scientific category, they come under this head of 'Erd kundle.' The child asks, what is the moon, and why does it shine? What is this water, and where does it run? What is the wind? What makes the waves in the sea? Where does this animal live? What is the use of that plant? And if not snubbed by being told not to ask foolish questions, there is no limit to the intellectual cravings of a young child. To all such questions, answers which are necessarily incomplete, though true, as far as they go, may be given by any teacher whose ideas represent real knowledge and not mere book learning, and I should be contented if they (*i. e.*, physics and botany) added to our 'Erd kundle' furnished the whole of the scientific curriculum of schools. Indeed, I conceive, it would be one of the greatest boons which could be conferred upon England, if henceforward every child in the country were instructed in the general knowledge of things about it, in the elements of physics and botany. But I should be still better pleased if there could be added somewhat of chemistry and an elementary acquaintance with human physiology."

Instruction in the Arts.

134. The need of practical instruction in the arts is also paralleled by the admitted necessity of similar instruction in England. In support of this view, the Secretary makes the following quotation from a lecture delivered before the London Society of Arts by Dr. Lyon Playfair —

135. "In Paris we find a Central College of Arts and Manufactures, into which the students enter at an average age of 19 years, already well trained in the element of science. Three hundred of the best youths of France are annually receiving at this College the most elaborate education; and the best proof of its practical value is the great demand among manufacturers for its pupils. A similar education to this is going on in almost all parts of Europe. We have our University and King's College, it is true, and they are productive of much good, and similar colleges exist in Scotland and Ireland, but their instruction in science terminates just when the industrial colleges on the Continent begin."

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136. "A competition in industry must, in an advanced stage of civilization, be a competition of intellect. The influence of capital may purchase for a time foreign talent. Our Manchester calico printers may and do keep foreign designers in France at liberal salaries. Our glass workers may and do buy foreign science, to aid them in their management. Our potters may and do use foreign talents both in management and design. Our silversmiths and diamond-sellers may and do depend much upon foreign talent in art and foreign skill in execution. But is all this not a suicidal policy which, careless of the education of her sons, sends our capital abroad as a premium to that intellectual progress, which in our present apathy is our greatest danger? This points to the necessity of the establishment of industrial colleges, but it implies at the same time an adaptation of juvenile education to the wants of the age."

137. "Raise industry to the rank of a profession. Give to your Industrial Universities the power of granting degrees, involving high social recognition to them who attain them. All this impresses itself upon my mind with a conviction as strong as that the glorious sun sheds its light, giving rays to this naturally dark world of ours."

138. The Secretary concludes his report with an acknowledgment of the useful help afforded him by the members of the sub-committee, and more especially by Moulvi Dalil-ud-din Khan, "who has always evinced an active and enlightened interest in matters connected with education."

139. From the table given below it appears that in higher schools, Government, aided and unaided, one teacher was a Bengali Hindu, 14 Behar and one North-West Hindus, 11 Muhammadans, and three Christians. In Middle schools, Vernacular and English, seven were Bengali Hindus, 21 were Behar Hindus, 12 Muhammadans, and one other. In the Normal school, Vernacular and English departments, two were Bengali Hindus and one a Behar Hindu.

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141. From the table of creed and social position of the pupils given below, it appears that in higher schools, Government, aided and unaided, there were 454 Hindus to 173 Muhammadans, besides 12 Christians. Of these, 470 belonged to the middle class, 128 to the lower, and 41 to the upper; while middle schools, Vernacular and English, had 557 Hindus to 132 Muhammadans, besides one other, of whom 212 belonged to the middle class, 142 to the lower, and six to the upper. In the Normal school, Vernacular and English Departments, there were 57 Hindus to 43 Muhammadans, of whom 22 belonged to the middle class, 78 to the lower, and none to the upper.

Return of Social Position and Creed of Pupils.

						Upper Classes	Middle Classes	Christians	Others	Total
HIGHER SCHOOLS	Government	.	{	Pupils belonging to upper classes	..	277	9	12	..	308
				Do do middle	..	3	8	..	11	
				Do do lower	..	..	..	..	..
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	336	96	12	..	444
	Aided	...	{	Pupils belonging to upper classes	..	2	3	5
				Do do middle	..	45	31	..	79	
				Do do lower	..	13	36	..	79	
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	90	73	163
	Unaided	..	{	Pupils belonging to upper classes	..	1	1
				Do do middle	..	20	3	..	23	
Do do lower				..	7	1	..	8		
Do whose parentage has not been ascertained				..	..	..	..	..
			Total	..	28	4	..	..	32
MIDDLE SCHOOLS	Government	.	{	Pupils belonging to upper classes	1	1
				Do do middle	..	121	31	..	152	
				Do do lower	..	314	63	..	377	
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	435	95	530
	Aided	..	{	Pupils belonging to upper classes	..	5	5
				Do do middle	..	58	21	..	80	
				Do do lower	..	49	6	..	55	
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	112	27	..	1	140
	Unaided	..	{	Pupils belonging to upper classes
				Do do middle	..	1	6	..	10	
Do do lower				..	6	4	..	10		
Do whose parentage has not been ascertained				..	..	..	..	..
			Total	..	10	10	..	..	20*
NORMAL SCHOOLS	Government Vernacular	.	{	Pupils belonging to upper classes
				Do do middle	..	3	15	..	16	
				Do do lower	..	33	27	..	60	
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	36	41	76
	Government English	.	{	Pupils belonging to upper classes
				Do do middle	..	6	..	..	6
				Do do lower	..	15	3	..	18	
				Do whose parentage has not been ascertained	..	..	..	..	..
				Total	..	21	3	24
	Unaided	..	{	Pupils belonging to upper classes
				Do do middle	..	..	..	..	..
Do do lower				..	..	..	..	..
Do whose parentage has not been ascertained				..	..	..	..	..
			Total	..	..	..	..	..	..

* The return of social position and creed of pupils of other two vernacular schools, containing 165 pupils, have not been furnished
† The return of social position and creed of pupils has not been furnished

The next table shows the number of pupils in three stages of instruction.

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Return showing the Class of Instruction in the month of March 1873.

CLASS OF SCHOOLS			Number of pupils in the schools on 31st March 1873	UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE	
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 2, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular scholarship course. Pupils are usually four years in this stage.	
				1	2	3	4
HIGHER SCHOOLS	Government.	{ Boys ..	114	75	203	99	67
		{ Girls ..	.. ..	.. ..	.. ..	.. ..	.. ..
	Total ..		114	75	203	99	67
	Aided ..	{ Boys ..	103	25	52	48	38
		{ Girls ..	.. ..	.. ..	.. ..	.. ..	.. ..
	Total ..		103	25	52	48	38
Unaided ..	{ Boys ..	2	10	22	..	..
	{ Girls ..	..	..	..	..	..
Total ..		2	10	22	..	..
MIDDLE SCHOOLS	Government.	{ Boys ..	50	24	109	124	27
		{ Girls ..	..	..	..	..	..
	Total ..		50	24	109	124	27
	Aided ..	{ Boys ..	110	6	62	35	7
		{ Girls ..	..	..	..	..	..
	Total ..		110	6	62	35	7
Unaided ..	{ Boys ..	20	..	20	..	..
	{ Girls ..	..	..	..	..	..
Total ..		20	..	20	..	..
NORMAL SCHOOLS	Government (Vernacular)	{ Boys ..	76	25	51	..	..
		{ Girls ..	..	..	..	..	..
	Total ..		76	25	51	..	..
	Government (English)	{ Boys ..	21	21	..	..	..
		{ Girls ..	..	..	..	..	..
	Total ..		21	21	..	..	..
Unaided ..	{ Boys ..	1	..	..	7	6	
	{ Girls ..	..	..	..	..	..
Total ..		1	..	..	7	6	

* The returns showing the class of instructions in vernacular schools containing 160 pupils, have not been furnished.

SHAHABAD DISTRICT

112. According to the census, this district covers 1,385 square miles, and has a population of 17,23,974 souls, Hindus 15,90,613, Muhammadans 1,32,671. Of this number, 5,911 of above $\frac{1}{2}$ per cent. were at school on 31st March 1873, according to the returns, 5,211 Hindus and 700 Muhammadans.

113. The number of schools of each class, the number of pupils in attendance, the languages taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year, are exhibited in the subjoined table.

Patna Division—Shahabad District.

[illegible]

Patna Division—Shahabad District.

153. The following is a table shewing the number of such schools with the attendance of boys on the 31st March 1873 :—

NAME OF SUB-DIVISION.	Number of schools.	TOTAL NUMBER OF PUPILS		
		Hindus	Muhammadans	Total
Airah	73	1,090	161	1 251
Saseeram	37	325	31	359
Buxar	41	934	66	1 000
Bhabuah	32	624	67	691
Grand Total	...	...	.	3,301

154. The following is a table shewing the number of old schools to which aid has been given --

NAME OF SUB-DIVISION.	Number of old schools to which aid has been given
Airah	30
Saseeram	3
Buxar	6
Bhabuah	2

155. "The following table shews the number of new primary schools in the district established as maktabas for Muhammadan boys.

NAME OF SUB-DIVISION	Number of schools
Airah	4
Saseeram	3
Buxar	...
Bhabuah	1

"Some of the primary schools established in the district are situated in the estate under the management of the Court of Wards."

156. The following table shews the number of such schools in which arrangements will be made this year to give them aid and support from the estate in which they are situated :—

NAME OF SUB-DIVISION.	Number of schools
Airah	9
Saseeram	7
Buxar	...
Bhabuah	9

Reports of Inspectors of Schools.

157. The following table gives the number of masters of each caste :—

NAME OF SUB-DIVISION	NUMBER OF TEACHERS		Total.
	Hindus .	Muhammadans.	
Arrah	66	7	73
Sasceram	31	3	37
Buxar	43	1	44
Bhabuah	29	3	32
TOTAL	172	14	186

158. "No general or marked opposition has been experienced in starting the new primary school. In most cases, the local zemindars have had the option of selecting schoolmasters, whose qualifications have invariably been tested by the inspecting officers. It cannot, however, be said that the zemindars of this district have heartily co-operated of their own accord in the matter of starting the primary schools, and in giving pecuniary aid towards the support of the teachers. The inspecting officers have been frequently directed to enlist the hearty co-operation of the headman of the village and the local zemindars. Of all the zemindars in the district, only one, *viz.* Babu Sahigram Singh, the youngest son of Babu Meeter Jit Singh Kolereah, has taken real interest in giving aid towards the establishment of a primary school in his village. The conduct of this zemindar is worthy of notice. He is a young Rajput, and is at present studying in the Presidency College. He is a very intelligent young man, of liberal and enlightened ideas."

159. The teachers of the pathshalas mentioned below have been reported to be thoroughly qualified for their work.

NAME OF SUB-DIVISION				Name of pathshalas			Name of teachers	
Arrah	...	...	...	Sinha	...	...	Banee.
Ditto	...	...	..	Oosangunj	..	..	Baldeo Doobey.
Ditto	.	...	...	Kolereah	...	...	Ramdhyan.
Ditto	..	...	..	Akhtiyarpur	...	...	Sarang Dher Miser.
Sasceram	..	...	...	"	...	...	..
Buxar	..	..	...	"	...	..	"
Bhabuah	..	...	.	"	...	...	"

160. The qualifications of the other teachers will have to be tested, as the system of inspection slowly goes on. The following is a table giving the number of teachers, who will have to be brought to the training classes when established.

NAME OF SUB-DIVISION	Total number of teachers	Total number of teachers who will have to be brought to the training classes.
Arrah	72	69
Sasceram	37	37
Buxar	44	44
Bhabuah	32	32
TOTAL	185	182

Patna Division—Shahabad District.

161. From the above table it will appear that 182 teachers will have to be sent to the training class, and therefore it seems very advisable to start one training class in each sub-division, as there is already one model school in each sub-division.

"I would suggest that the salaries of the teachers of such schools be increased proportionately, and that they be made to train the gurus either after or before the usual hours fixed for teaching the boys in each school. The establishment of a separate training school in each sub-division will be expensive, and the assembling of all the teachers in the district training school will be a source of much inconvenience and trouble."

162. This is a good suggestion, and it might be advisable to adopt it in all cases where funds are wanting for opening training classes under separate teachers. I would recommend a grant of Rs. 5 to 8 to be made to the head teacher of a middle vernacular school for teaching a class of 15 to 30 gurus and myan jis, with a further reward of 8 annas to 2 Rupees for every guru and myan ji pupil teacher passed as "moderate," "fair," or "good," after six months' training, at a common *viva voce* and written examination to be held periodically at the Sadr Station, under the joint supervision of the Magistrate and the Inspector of Schools.

163. This would be a more important examination than the present, almost fruitless, inspection and examination of schools. And this because as are the gurus, so will be the schools. The first condition of a good school is a competent teacher; and to have competent teachers (on competent salaries) you must have competent training schools—lower training schools for primary schools, higher training schools for middle schools, and training colleges for higher schools. Without these the only result of inspection is to report year after year, with rare exceptions, the same old story of the self-same deficiencies which incompetent teachers have not capacity to correct. The only tolerable schools we yet have—schools which are taught in accordance with the true principles of teaching—are a few middle vernacular schools, under teachers who have been turned out of our vernacular training schools. These schools are not under the influence of the University.

164. In asserting, as I do, the incompetency of the present gurus and the unproductive character of inspection without trained teachers, it may be supposed that I am judging the pathshalas and their gurus by the Departmental or European standard. I therefore beg leave distinctly to assert that the gurus and their pathshalas, as a rule, are inefficient *according to the native standard*. The gurus do not do what the parents pay them to do; and what little they do, they take four to six years in doing what should be done in one year. I have examined a number of pathshalas in different districts, and the general result of my examinations may be summed up in a very few words. In pathshalas which have existed for any time, one or two boys will work out mentally an ordinary sum in *kharid bikri* (practice) if the pupils are banias, or in land measurement if they are agriculturists. Three or four boys more might know anna, chittak, and *panseri* tables up to 100, with multiplication up to 20 times 20, and from $1\frac{1}{2}$ and $1\frac{1}{2}$ up to $4\frac{1}{2}$ times 100. The bulk of the school consists always of "beginners." They are ever so long learning their letters (*kakaira*), and some have advanced various stages, up to 2×10 , 3×10 , 9×10 , etc. This, with scrawling *kaithi*, each boy after his own fashion, is a fair average of the better order of native pathshalas. A large proportion of the pathshalas, however, are just what the bulk of the pupils are in the better pathshalas, with their few top boys cut off.

165. The truth is that, although the people want a certain modicum of writing and arithmetic to enable their sons to go through their professional life, they don't want to pay for it. Neither do they regard very much the length of time their children are in learning what they have to learn. The boy is sent to school at six. It is a long time from that to the age at which he will be wanted to mind his father's shop. If he learns the little he has to learn in this space of time, the parent is satisfied. He is in no hurry, for he is not relieved of the care of the boy during all these years. While he is at school under the eye of the guru, or the head monitor, he cannot be up to any great mischief. He is locked in, and safe.

166. The guru is of the same mind exactly as the parents. Neither is he in any hurry to finish his pupils' education, for his pupils are his bread; and so all parties agree in producing a certain article in the longest time possible. The value of the human intelligence, which is the measure of all material wealth, is not appreciated. The land is cultivated, and money is somehow made, but the greatest wealth creating instrument is allowed to go to waste.

167. The combined result of low wages and disregard of the value of time is, that in many places, as in the sub-division of Muddehpura in Bhagalpur, gurus are not to be had, and generally, where there are gurus for schools long established or recently opened, they cannot be sent to training schools because substitutes cannot be had, or when found, they go away because the parents do not make it worth their while to stay. Hence, also, irregular attendance and the ephemeral character of a great many pathshalas. Gurus leaving their

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post at their own pleasure to attend to their private affairs, at the cultivation of land, or attendance at temples and religious fairs, or reading the Purans to the people; and sometimes the guru is an itinerant teacher, holding school for two months at one village, three months at another, and so from village to village.

168. It must be admitted, indeed, that those ready calculators, the *bunia* and *putwari*, the *cazaj* and *sarrab*, are the outcome of these same pathsalas, with all their irregularities and other defects; but these are only a fraction of the population, and aided pathsalas will be expected to do something more for the Government grant.

169. As it is important that our system should be adapted to existing conditions, it seems desirable that a certain proportion of the aided gurus should be circuit teachers, who would hold school for a portion of the year at each of three or four small villages which cannot afford a teacher to itself. These are the villages which need the helping hand of Government most. The pupils under an itinerant teacher for two to three months in the year would not learn much; but they would learn something, whereas now they learn nothing.

The Magistrates report continued.

170. "The following table shows the number of pupils in these schools who can read and write and those who cannot —

NAME OF SUB-DIVISION	NUMBER OF PUPILS		TOTAL
	Who can read and write	Who cannot read or write	
Arinab	555	696	1,151
Sasceram	83	276	359
Buxar	319	681	1,000
Bhabuah	239	452	691

171. "There are four primary schools entirely supported by the Maharajah of Dumraon.

172. "There is only one Missionary school at Buxar, which does not call for any special notice

173. "The present agency, as I have remarked on more than one occasion, is not sufficient for the proper supervision and control of the Government aided schools of all grades, and much less can it be expected to furnish credible and full information in regard to the number and working of all such indigenous schools as are unaided.

174. "Of the condition of the schools in the sub-division of Sasceram, the sub-divisional officer writes as follows:— 'The Government aided school at Sasceram was during the year under the head-mastership of a Bengali. Nothing but necessity would have conferred the appointment upon a native of the Lower Provinces. The school is supported by private subscriptions amounting to Rs. 71-1-1 monthly, by a monthly grant from the Town Fund of Rs. 10, and by the Government grant.' I cannot say that I am satisfied entirely with the progress made."

Report of the Sub-Divisional Officer, Buxar.

175. The Joint-Magistrate, Mr. Armstrong, reports favorably of the Rajah of Dumraon's school, in which English, Persian, and Sanskrit, are read.

176. Of Morar aided English school he reports as follows:—

"The management of this school I hold to be thoroughly unsatisfactory. I examined the boys in the cold weather and considered them ill-taught. The head-master is considerably overpaid if he gets his nominal pay of Rs 50 a month; but this is doubtful. I strongly suspect that the subscription list here is a fiction, which enables a large contribution to be extracted from Government, and that the Government money pays for all. I consider this school to be a mistake, and that it had much better be replaced by a good Vernacular one costing Government Rs. 5 per mensem, as the Morar Kaiths are sufficiently rich to pay for English education for their children if they desire this without any help from the Government.

"As regards the new pathsalas, they have not been tried for a sufficient time to allow of any detailed report as to their success; but my experience in this sub-division has been that the natives have been pleased with the measure, and I have been able to secure teachers for 51 schools, who have, with few exceptions, been favorably reported on by the sub-inspectors."

Bhabuah.

Report of the Sub-Divisional Officer.

177. The sub divisional officer reports as follows:—

"Education is in its infancy in this sub-division. The people of this part of the country have no taste at all for learning. Great inconvenience was

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experienced in establishing pathshalas under the recent orders of Government. People did not at first like to have schools in their villages, not to speak of their contributing any thing towards instruction. They at first quite misunderstood the object of Government in establishing these pathshalas. They thought if schools were opened in their village they would have to pay something for the support of the pathshalas, and if they paid any thing the Government would consider them rich people and impose taxes on them. However, these doubts have to a great extent been cleared though not entirely removed from their minds. Still more difficulties were experienced in filling up the annual returns herewith annexed, especially the one of social position. People would not willingly give their exact income for fear of taxation, with which they have been greatly pressed in the previous year.

178. "The work of opening pathshalas commenced from the 1st February last and it was finished towards the end of the same month. The Sub-Inspector of schools gave me material assistance in establishing these pathshalas, which are in tolerably fair order. Just as any system in its beginning is expected to be, it has too often happened that the schools had to be removed from one place to another, because the people of the former place would not like to send their children to schools. The gurus of many pathshalas left the schools and went away because at first they thought that they would get Rs. 5 or 3 from Government and something from boys as schooling fees, but their hopes were frustrated, none would pay them a single farthing as fees; however, other gurus have been appointed in their places as already reported before.

179. "The pathshalas of the villages where the people are somewhat educated are in good order, however, and now there is every prospect of their improving. There is one great disadvantage that one Sub-Inspector has to look after the schools of two sub-divisions of Sasiram and Bhabuah. It is impossible for one man to see properly all the schools and pathshalas of both the sub-divisions, which are more than 100 in number, and which are scattered over an area of about 100 miles. The returns connected with the schools cannot be submitted at the proper time because one Sub-Inspector cannot prepare the returns of both the sub-divisions at one time.

180. "For instance in the case of these annual returns, he was busy at Sasiram in preparing the returns of that sub-division, while repeated *takedes* were received by me for early submission of them. The sub-inspector came to this sub-division for preparing these returns on the 6th May 1873, while the returns became overdue.

181. "Just after the 25th April last, out of 36 pathshalas opened in this sub-division only 32 were in existence on the 31st March 1873, the four having been temporarily closed owing to the gurus having run away. Hence only 32 returns of the pathshalas have been prepared. There is only one Anglo-Vernacular school in this sub-division at Bhabuah, which is in a tolerably fair order.

182. "The sub-divisional school committee, if it at all deserves the name, is of no use to the school. It consists of three members, who I doubt ever visited the school during the whole year; only four times meetings appear to have been held."

183. The following are extracts from my examination notes of 29 primary schools of the Sadri and Buxar sub-divisions, which I examined.—

Examination notes Primary schools

Sudder sub-division.

184. *Kaltharia pathsala*—22 boys present. Learning their letters, a few boys know the multiplication table up to

2 × 10, 3 × 10, etc. No more.

185. *Sayra pathsala*.—Nine boys present. A few boys know the multiplication table up to 10 and 14 times.

186. *Gussli pathsala*—11 boys present. The only advanced pupil of this school is the guru's son. The others are nearly all beginners.

187. *Masar pathsala*.—22 boys. One very little boy, a mere child, has been taught to despise *kahanhis* (stories) as childish; but he can repeat Sanskrit slokas as becomes a learned pundit. This is the guru's son, as I had to find out for myself. One boy is the son of an athlete. Some of the boys write Nagri, in which Kaithi gets mixed somehow.

188. *Udwantnagar pathsala*.—20 boys. Three boys know the multiplication table up to $4\frac{1}{2} \times 100$, they read Nagri, the others are less advanced, and a good many are beginners.

189. *Saratam pathsala*.—27 boys. A few boys know the multiplication table up to $2\frac{1}{2} \times 100$.

190. *Surni pathsala*—22 boys. The most advanced know the multiplication table up to 10 and 20 times.

191. *Qazitola maktab*.—18 present. Two boys know arithmetic. Hindustani and arithmetic should be generally introduced to qualify for a grant.

192. *Dumrah pathsala*.—16 boys. Five boys know the multiplication table up to 10 times. The others are less advanced, six boys read Nagri. Reading, middling; meaning, not taught as it should be; Nagri writing, middling, but mixed with Kaithi.

193. *Nirmapur pathsala*.—Only eight boys on the rolls. This teacher has a grant of Rs. 5. I recommend that his grant be reduced till he can get together 15 to 20 boys. The most advanced boys know the multiplication table up to 10 and 40 times.

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194. *Sunadya pathsala*.—22 pupils. Learning only *Kakahra* (letters) as yet. The pupils write *Kaithi*, which the guru calls *Nagri*. One adult among the pupils.

195. *Ahtyarpur pathsala*.—30 pupils. Three boys know multiplication up to $4\frac{1}{2} \times 20$. Read and write *Nagri*. One book among them all. They should learn the meaning also. This is the best *pathsala* I have yet examined.

196. *Chandwa pathsala*.—34 boys present out of 38 in different stages, from 3 times up to 40 times. All read *Nagri*. Six boys have read the whole of the *Hindi Reader* No. 1. Reading indifferent, except one boy.

197. *Kasup pathsala*—23 boys. They don't know *tak dam* (half-anna table). Mental arithmetic wanting. They should learn the native system, not the English; five boys read *Nagri*; *Nagri* writing mixed up with *Kaithi*.

198. *Mahajanitola maktab*—Already noticed earlier in this report.

199. *Singhai maktab*—15 boys all present, two of the number are Hindus. No arithmetic yet, and no Hindustani.

200. *Khotla maktab*—23 present. 22 Muhammadans and 1 Hindu. Half the pupils know the multiplication table up to 10×10 . A few know subtraction. Six boys have just commenced the *Hindustani Primer*. They could not give me the meanings of "*tha*," "*tarkib*," or the difference between *mara* and *de mara*, or between *as* and *usra*.

201. "*Darakht daraz hai*" (the tree is long) is a fair specimen of the absurd so-called literary language in current use among native scholars and students. If our *maulvis* and their pupils would be content to use their mother-tongue, which they have consigned to the illiterate classes (*Ganwars*) they would use the familiar Hindi word the right word "*uncha*" instead of the wrong word "*daraz*" (Persian) which sounds so fine in their ears. How the word may sound in the ears of the people who have the greater right to be considered in regard to language as in every other matter, it seems nobody's business to inquire, and if any body did inquire, who among the self-constituted authorities that yet dictate in the small world of letters, would pay any heed to such a pestilent innovator. We talk proudly about the "republic of letters," when it is only a despotic bureau. Is it nothing that the people ridicule the affectation and strut of the literate class, with more reason and far more effect than the literate class flout scorn of the "rude" spoken tongue, whose power they all feel in their homes and in their social relations, or that the adoption of a distinct vocabulary for the special use of a small section is one of the greatest stumbling blocks to the diffusion of knowledge, which the selfish ingenuity of monopoly has devised? But the people's voice is never heard. The small conclave of *literati* hear but the music of their own sweet voices, reflected again and again from every point of their own narrow sphere. No wonder that these oft-repeated impressions solidify and harden into an article of faith, inasmuch that "the seven wise men" are firmly persuaded that theirs is the only music in the world. When we talk of the written language as "refined," "polished," etc., do we mean any more than that it sounds all this in the ears of an inconsiderable section only? But the masses, how does it sound in *their* ears? And the spoken mother-tongue, scorned by the self-chosen few as rude and vulgar—is it not a living power by which high and low are stirred and roused as they are not stirred and roused by an alien vocabulary and syntax which have failed to penetrate into the hearts and homes of the people?

202. *Mahadeva maktab*.—22 boys, 11 Muhammadans and eight Hindus. Four boys up to multiplication others are yet in addition or learning the multiplication table up to 3 and 1 times. Half the boys read Hindustani.

Examination notes continued

203. *Chura pathsala*—35 boys—Some of the boys know the multiplication table from 11 times up to 20 times. The pupils slow in their answers.

204. *Mujhari pathsala*—30 boys present—Two boys up to $3\frac{1}{2}$ times, three boys up to $1\frac{1}{2}$ times. The others are less advanced, or beginners.

205. *Ahirsuli pathsala*.—16 out of 20 present. At different stages from 6 up to 20 times.

206. *Nya Bazar pathsala*—21 present. Beginners mostly.

207. *Mekdar pathsala*.—18 present. Eight boys know up to $3\frac{1}{2}$ times.

208. *Mahula pathsala*.—20 pupils. From 6 up to 20 times.

209. The table given below shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was 4,604, and of Muhammadans 528. Of the total number, 1,928 were returned as able to read and write easy sentences in their mother-tongue.

* Note.—The following is a well-known popular caricature of Arabic inflexions and Arabised Hindustani—
 "Adwalah mubhaggarah chapatitao unchappara" for "*Dal bagharahi hum chapatit chupra hum*."
 There are more doggerel lines of the same kind.

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Return showing the Number and Race of Teachers and Pupils in Primary schools.

Sub-Division of the District.	Number of Pathshalas.	NUMBER AND RACE OF TEACHERS				NUMBER AND RACE OF PUPILS				Number of girls who are reckoned in foregoing three columns.	Language and subjects taught	NUMBER OF PUPILS WHO ON THE 31ST MARCH		REMARKS.
		Total number	Hindus	Mahomedans.	Others	Total number	Hindus	Mahomedans	Others.			Could read and write in their mother-tongue	Could not read and write in their mother-tongue.	
Sadr	..	79	68	11	..	1,443	1,227	215	1	..	Hindi, and Hindu-tani, and Arithmetic, &c	639	804	Pathshalas supported by Government.
Buxar	..	45	44	1	..	1,022	955	67	..	..	..	328	694	..
Sasceram	..	37	34	3	..	359	325	34	..	..	..	83	276	..
Bhabuah	..	33	29	4	..	715	648	67	..	..	..	248	467	..
Total pathshalas supported by Government	194	194	175	19	..	3,539	3,155	383	1	..	..	1,298	2,241	..
Sadr	..	114	95	19	..	1,475	1,370	105	..	..	Hindi, and Hindu-tani, and Per-in, and Arithmetic and &c.	579	896	Indigenous pathshalas receiving no support from Government.
Buxar	..	4	4	..	..	79	79	..	..	..	..	31	48	..
Sasceram	..	3	3	3	..	40	..	40	..	..	..	20	20	..
Total of Pathshalas not supported by Government	121	121	99	22	..	1,594	1,449	145	..	..	..	630	964	..
GRAND TOTAL	315	315	274	41	..	5,133	4,604	528	1	..	..	1,928	3,205	..

Reports of Inspectors of Schools.

210. There are eight middle vernacular schools in the district, all maintained by Government. They are situated respectively in the head-quarters of the sub-divisions of Arrah and Buxar, and at Koath, Gehunan, Ranisagar, Garhani, Tilathu, and Chainpur.

211. Arrah vernacular school, which is a long way a head of the others, passed 16 pupils at the Vernacular Scholarship Examination, one in the 1st division, ten in the 2nd, and five in the 3rd division.

212. "The reason why the Arrah middle school stands first is that it contains a stronger instructing staff than the others and moreover is subject to constant inspection, and being in the Sadr station a more efficient class of teachers can be secured. Capable teachers for such schools in the interior on smaller salaries are less easily procured."

213. Of the other middle Vernacular schools, only Tilathu passed five pupils; one in the first division, two in the second, and two in the third division: and Kasap passed one in the second division.

214. This result is not creditable to the six schools which failed to pass any students. Koath school has been heretofore very successful. Ranisagar school has always been very inefficient.

215. The following extracts are from my examination notes:—

Examination notes.
Arrah Vernacular School.

4th class.—Only six boys. They have read the whole of the first number. The pupil is allowed to read too much at a time, notwithstanding previous instructions to the contrary. They read too fast for distinct articulation. Spelling, distinct and fair. Failed to multiply 50 by $\frac{3}{4}$. The pupils should begin with Guru's arithmetic.

3rd class.—12 boys. The teacher *shoves* the boys into their places. 44 pages. Quick at finding the lesson; but mistakes are passed over. Articulation not distinct. Don't know Guru's arithmetic.

2nd class.—30 boys. Don't know Guru's arithmetic as they should. They read Urdu Amoz No. 3, contrary to express orders. They fail to use the *icafat* where it is wanted. *Fursat* (leisure) does not mean *chutti* (leave), but *khali waqt*. *Nihayat* (extreme) is called an *ism* (noun). The teacher calls it *masdar* (conjugation), which it is in Arabic, not in Hindustani. The behaviour of some of the boys is not decent. They are not taught to parse correctly. No boy could give me the correct meaning of *ganimat* (sufficiency), or the meaning of *Ki*.

Translation.—Literal and unintelligible.

1st class.—14 boys. Reading, middling. Fail in giving the sense of the passage. Have not learnt the native system of arithmetic.

Introduction of Hindi.

216. SECOND EXAMINATION.—4th class.—10 boys. Hindi has been introduced, 12 pages read. Nagri writing eight boys in the alphabet yet, two boys fair.

"Mufrid" is Arabic, not Hindustani.

3rd class.—16 boys. 20 pages Hindi. Reading, mostly fair. Could not explain the proverb, "*Man na man main tera mehman*." Seven boys know *khariid-bikri* (practice), also *khet lagana* (land measurement).

2nd class.—8 present.

1st class.—11 present. Have read the whole of Hindi Reader, Part 1st. Reading and spelling, middling. Translation, not idiomatic.

Pneumatics.—Understand the principle and use of the lift pump and the properties of air.

217. Nagri writing, rather below middling.

4th class.—12 boys. The class does not keep in line. Buxar middle Vernacular school. Not ready enough, learning by heart merely. Reading and spelling, not sufficiently distinct. The teacher lays the blame on his pupils. Guru's arithmetic not taught as it should be.

3rd class.—Five boys only. Do not keep line. Behaviour not decent. Guru's arithmetic wanting. Fail to multiply 27 by $\frac{1}{4}$. Reading only nine pages, very slow. Persia is said to be in Hindustan. One boy says it is east, another says it is west.

2nd class.—Seven boys.

1st class.—Two boys only.

The boys are reading Urdu Reader No. 3, which was ordered to be discontinued.

Pneumatics—fail to describe the air pump and the fire engine.

218. SECOND EXAMINATION.—4th class.—Nine boys. Do not answer quickly. Only one boy knows *Pahara* up to ten times. Have read Hindi, 4 to 10 pages.

3rd class.—Five boys. Could not give me the number of seers for 15 *takas* at $1\frac{1}{4}$ *takas* for 13 seers. Have read 10 pages Hindi.

2nd class.—Four boys only. Half anna tables, deficient; multiplication up to 12 times only; Hindi 8 to 16 pages.

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1st class.—Four boys know *Kharid bikri* and *Khet barna*. Failed to give the area of 9 bigahs 5 cottahs by 4 bigahs, 3 cottahs. Nagri writing, middling; Hindi, 20 pages. Could not give me the adjective of *pyar*, or the meanings of *jog* and *sanjog*. The pandit is deficient in grammar.

Pneumatics, middling. The teacher appears to take an interest in the subject. The pupils have been shown the microscope, and they can describe objects which they have seen under it. They know the cause of eclipses, and something about the stars, and the seasons and tides.

219. These schools are at Buxar, Sasiram, Bhabuah, and Morar. None of these Middle English Schools. Aided. schools have sent up a single pupil to the Minor Scholarship Examination.

220. The aided middle schools in Behar are mostly failures. We want, as in Bengal, committees of management composed of English scholars who set a high value on English education and are qualified to superintend the working of the school. There is also a comparative dearth of teachers who would serve on the small pay on which Bengali teachers are obtainable for schools in Bengal.

221. The Magistrate reports that there are not enough Sub-Inspectors for the efficient supervision of the schools in the district. There are at present two Sub-Inspectors for four sub-divisions.

222. The following are extracts from my examination Examination notes. Buxar Aided School, English. notes —

5th class.—18 boys. Six boys have read 26 lessons, others less; reading and translation, fair.

4th class.—13 boys. 23 pages, reading and meaning, fair. Some of the translations given by the teacher are incorrect.

3rd class.—Eight boys. 29 pages. The translations of this class, though sometimes unidiomatic or wrong, are still much better than the translations given in most schools. Reading and translation, fair.

2nd class.—Six boys. 30 pages. Reading and translation, fair.

1st class.—Seven boys. 30 pages. The text-book is not a good one. It is too abstruse and difficult for the pupils. Hence the translations are incorrect.

223. This is one of the best aided schools in Behar. The increase in the attendance under the present teacher, Babu Ram Dass, a pupil of Etawah school, North-West Provinces, is one good proof of the popularity to which this school has been raised. The English school has considerably more pupils than it ever had during an existence of four years. The teacher is poorly paid on his present salary of Rs. 30. I have nominated him for a Sub-Inspectorship.

224 **5th class**—Seven boys. The whole book. Reading and translation middling, test for taste, plus for place. Don't read or write Nagri. Know *Pahara* 10 to 10 times and up to 1½ times.

4th class—Nine boys. 37 pages. Reading and translation indifferent; *clow fa yellow*; *me-tal* for *mettle*, *ivery* for *very*, *Amrica* for *America*. Translation pedantic and unidiomatic, and sometimes unintelligible. Should be exercised in mental arithmetic.

3rd class—12 boys. 63 pages, *ting* for *thing*, *tha* *ght* for *thought*, *rona ka nazdik* *hat-ul-inkan* is Arabic, not the vernacular. Should translate naturally as they speak. Exercise in mental arithmetic wanting. Expert calculators, as *bantias* and *putwans*, might be got to examine and report on the proficiency of the pupils.

2nd class.—Five boys. **1st class.**—Five boys. C S B. S reader, a very bad selection. Two boys, sons of *putwans*, worked a sum in land measurement; but no pupil of any school can explain why *rassis* or bigahs, multiplied into each other, give bigahs, while *rassis* into *bans*, or bigahs into cottahs, give cottahs, and *bans* into *bans*, or cottahs into cottahs, give *dhurg*.

2nd class.—Can read Nagri but cannot write it, four of the five boys in the 1st class read and write Nagri.

Library.—It might be advisable to add some entertaining story-books to the books in the library.

Translation.—Should be exercised in translating into colloquial Hindustani.

English Writing.—Very creditable.

Geometry.—What is an angle; *Kona*. But *kona* is a corner. What is the difference?

225. "This school is popular, and consequently in an improving condition. The present head master, Babu Kali Kumar Mitra, who has stayed here for a longer period than any of the head masters, is well spoken of, and up to his work. The under masters are on the whole efficient. The following table shews the comparative result for the last 4 years in regard to those boys who have gone up for the Calcutta University Entrance Examination."

Reports of Inspectors of Schools.

YEARS	Number of boys appeared	NUMBER OF BOYS PASSED			TOTAL.
		1st Division	2nd Division	3rd Division.	
1869	3	...	1	...	1
1870	3	...	1	1	2
1871	5	...	2	...	2
1872	4	...	2	1	3

226. The number of boys on the rolls on 31st March 1873 was 197, against 180, of the previous year, and the amount of fees realized was Rs. 2 925, against Rs. 2,811-6-9 of the preceding year, showing an increase of 17 boys in attendance and Rs. 81-9-3 in fees.

227. "Four boys presented themselves at the last entrance examination, of whom 3 passed, 2 in the 2^d grade, and 1 in the 3^d. Besides these 4, there were 2 others who had also deposited the fee for the examination, but who were unfortunately prevented by illness from attending it. Both were promising students, and would have passed the examination successfully had they not fallen sick. Of the 3 successful candidates, 2 have got junior scholarships of Rs. 10 each, and joined the Patna College. The examination of the different classes was conducted by the members of the Committee and the head master."

228. "The 2nd class boys acquitted themselves creditably on the whole, 6 boys out of 11 having obtained an aggregate percentage of 50 marks and upwards. The second master is said to be a good teacher, and deserves credit for the pains he has taken to improve his class. The 3rd class boys do not seem generally to have done so well. The result of the examination of the 4th class was satisfactory. As many as 15 boys, out of 16, obtained half the aggregate number of marks and upwards. This is, in a great measure, due to the zeal and assiduity of the fourth master. The 6th and 7th classes both did particularly well. The sixth master deserves credit for having passed the last entrance examination by his independent exertions."

229. "Kunwar Radha Prasad Singh, son of Maharaja of Dumraon, gave Rs. 30 as a prize last year to Ambika Charan Mukunji, the first of the 2 students who passed the entrance examination from this school in December 1871."

230. "The school is indebted to the Kunwar, for the interest he takes in promoting its welfare by his subscriptions. He already contributed Rs. 50 a month to the funds of the school, and has moreover expressed a desire to pay Rs. 20 more monthly towards the salary of the Hindi teacher."

231. "The Government grant to the school was reduced, during the year under report, from Rs. 218 a month to Rs. 175, *i.e.*, by Rs. 43 a month. In July last, a meeting of the landholders of the district was convened by the committee for the purpose of raising funds to meet the reduction ordered by Government. The meeting was attended only by the mukhtiyar of Dewau Ram Kumar Singh, who subscribed Rs. 10 a month. Two other zamindars, Babus Baj Nath Singh & Miterjit Singh, subsequently subscribed Rs. 2 a month. The unpleasant course of reducing the salaries of the teachers was however not resorted to, as the surplus monthly income of the school was sufficient to cover the deficiency."

232. "Out of 197 pupils on the rolls of the school on the 31st March 1873, the Kaiths numbered 105, or more than half. There were 15 Muhammadans, or nearly one-third the number of Hindus—a very fair proportion, considering the smallness of the Muhammadan community, and their general antipathy to education. There were also 16 Rajputs, 7 Brahmans, and 20 of inferior castes. The number of Bengalis was only 6; so that the Arrah school may be considered to train almost entirely the youths of these provinces."

233. "In regard to the social position of the pupils, as many as 158 out of 197 come from the middle classes of society. The higher classes, to whom only 12 boys belong, are conspicuous by their absence. The mahajans and Rajputs, who principally compose the landed gentry of Shahabad, seem to care very little for an English education."

234. "The high rate of fees charged in the school forbids, of course, the lower classes from availing themselves of the instruction imparted there. Only 27 boys belong to the masses of the people."

235. "It is very desirable that this school should have a separate surveying master to itself, instead of sharing the services of one with the Government school at Chaprah, &c. This matter has been recently noticed, and will receive the consideration of the committee."

Patna Division—Shahabad District.

236. "There were 20 scholarship-holders on the rolls in April 1872. The scholarships of four of these expired during the year under report, and two others threw up their stipends and left the school. Their conduct and progress has been exemplary on the whole. One lad, Mathura Prasad, joined the 5th class in February 1870, and is now reading in the 1st class. Sham Lal and Paembar Bakhsh joined the 7th class in February 1871, and have now got into the 3rd class, in which they are doing well."

237. "The books and apparatus are all in good order; 82 books were added to the library during the year. The number of subscribers to the library now stand at 6. The total amount of subscription realized, from January to December 1872, was Rs. 23, against Rupees 12 of the preceding year. The library is largely resorted to by teachers and gentry of the station. Very few students seem to borrow library books."

238. "The Vernacular taught to the boys, during the year under review, was Hindustani, not Hindi, as there was no Hindi teacher on the staff of the school."

239. In January last, a meeting of the committee was held, to consider the means of providing instruction in Hindi. Kunwar Radha Prasad Singh of Dumraon, who already subscribed Rs. 50 a month for the salary of the third master, offered a further monthly subscription of Rs. 20 for the purpose, and W. Thomson, Esq., of Bilia, who with his partners already maintains an English school at Jagdispur, also voluntarily offered to contribute Rs. 10 a month towards the salary of the pandit. Mr. Griffith, Principal of the Benares College, was accordingly requested to select a competent pandit on Rs. 30 a month; the teacher sent by him joined the appointment on the 3rd May 1873."

240. "The school holds a very good position in the estimation of the public."

"The attendance now stands at 206, a number never obtained before. A comparison of the number of boys in the school in 1866, with the number in 1872, will show the stride the school has made during the last six years. The total number of pupils on the rolls on the 30th April 1867 was 125 against 206 on the corresponding day of 1873, and the amount of fees realized in 1866-67 was Rs. 1,536-13 against 2,926 in 1872-73, so that during these six years there has been an increase of 65 per cent. in attendance and 87 per cent. in fees. There are now 18 boys in the second and 12 in the first class.

241. "The members of the Committee inspected the school regularly and did much good by examining the classes and directing the teachers.

242. "The Commissioner of Patna visited the school in May 1872 with others, and made the following remarks in the visitors' book: 'The head-master seems to teach well and to speak with particular clearness, but the teaching of the other masters requires a very close supervision. The school appears to be popular and to be increasing in number and to do a good deal of good, and the head-master seems up to his work.'

243. "In February last His Honor the Lieutenant-Governor of Bengal also visited the school and examined some of the classes.

244. 8th class.—34 present. Numeration, teacher active. The boys should show their slates from their seats. Time is lost as each boy goes up, with his slate to the teacher and back to his seat. The activity of the teacher is reflected in his pupils. A part of the class is writing figures. A copy slip for imitation should be hung from the wall. Hindi not yet introduced, no provision has yet been made for a Hindi teacher

<i>Kharid bikri</i> ...	...	...	...	...	2 boys only.
<i>Khet lagana</i> ...	...	...	...	...	3 boys only.

7th class.—28 boys. Geography. Teacher, Bariar Singh. He is a vernacular scholarship holder who passed his Entrance Examination after he had been a teacher for two years. The teacher puts questions very fairly. Nagri, Hindi, 11 boys only learnt at their homes.

Native arithmetic, up to $4\frac{1}{2} \times 20$ (6 boys vernacular scholarship-holders.)

Khet lagana.—8 boys (6 vernacular scholarship-holders) up to $3\frac{1}{2} \times 20$ (the whole class.)

Nagri writing should observe the proper intervals between the words.

6th class.—22 boys. Arithmetic, reduction. Teacher Munshi Abdullah from Arrah higher school. The board should be so placed that the whole class can see it. Quotient is *Kharid qismat*. This is not Hindustani. It should be *chug phal*.

The teacher should stand where he can have the class under his eye. He questions tolerably well.

Nagri.—Hindi. Four boys only.

Guru *hisab*.—The whole class up to $4\frac{1}{2}$ times 20.

Kharid bikri.— $1\frac{1}{2}$ rupees for $2\frac{1}{2}$ maunds. How much for $1\frac{1}{2}$ annas? Failed.

Khet lagana.—Three boys only.

Reports of Inspectors of Schools.

Nagri writing, only Jugal Kishor fair.

5th class.—23 boys. Sandford and Merton, one boy runs on and on.

Reading fast, not distinct. The teacher does not notice mistakes. Maulvi Ráhat Ali, Hindustani teacher, is inefficient; he has no idea how to teach, a trained teacher is wanted. The teacher *won't* put questions in the meaning of words, does not ask the meaning of "*máddah*." He always falls back on *grammar*. Grammar is all. The pupils should be encouraged to look out meanings for themselves, but Maulvis don't approve of a spirit of inquiry.

Nagri Hindi. No boy knows as yet.

4th class.—19 boys. English history. This teacher is from Agra College, puts questions fairly well.

Nagri Hindi. Three boys.

Guru *hisab*. *Kharid bikri*, none.

Khet lagána.—Six boys. A question set, not answered.

3rd class.—22 boys present. History. The teacher less active than the others. Hence the pupils are less active too. This class did not do well at the annual examination.

Nagri Hindi. Eight boys only.

Kharid bikri.—1½ Rupees for 3½ maunds how much for 2½ annas? Failed. One boy talking to the next boy—bad discipline. Should be exercised in mental arithmetic.

Khet lagána.—25 B. 4 C. \times 15 B. 5C. ? Naval Singh, vernacular scholarship-holder, is the only boy who solved the question. Why should 5C. \times 4C. give 20 *Dhurs*? Failed.

2nd class.—Nineteen boys. 1st class.—Ten boys. Translate "The Nile is all in all to the Egyptians?" Failed.

Nimak halál—is "zealous," "faithful!"

Translation rather better than that of most schools. This school is somewhat better up in the vernacular than some of the zillah schools are.

Attendance much larger. Discipline good.

245. In the higher school two teachers were Bengali Hindus; four of Behar and the North-West Hindus, and two were Muhammadans. In middle schools, vernacular and English, two were Bengali Hindus, eighteen of Behar, and two North-West Hindus, twenty-two Behari Muhammadans, and one Mathur.

Patna Division—Shahabad District.

Return of Race of Teachers of the Higher, Middle, and Normal Schools

	HIGHER SCHOOLS										MIDDLE SCHOOLS										NORMAL SCHOOLS									
	Government					Aided					Government					Aided					Government					Aided				
	Brahmins	Untouchables	Others	Total	Percentage	Brahmins	Untouchables	Others	Total	Percentage	Brahmins	Untouchables	Others	Total	Percentage	Brahmins	Untouchables	Others	Total	Percentage	Brahmins	Untouchables	Others	Total	Percentage	Brahmins	Untouchables	Others	Total	Percentage
HINDUS—																														
Brahmins	1			1																										
Kshetris or Kshetris	1			1																										
Vaidyas																														
Kayasthas	1	2		4																										
Nars-saks																														
Kashyap																														
S. nabanus																														
Other castes above the lowest																														
Dome, Chandals, Harijs																														
Total of Hindus	2	2		4																										
MUHAMMADANS—																														
Shias																														
Suns	2			2																										
Total of Muhammadans	2			2																										
CHRISTIANS—																														
Protestants																														
Roman Catholics																														
Total of Christians																														
Buddhist																														
Others																														
GRAND TOTAL	2	2		4																										

246. The next table shows the race of pupils of the higher and middle schools.

Patna Division,—Shahabad District.

247. From the table of creed and social position of the pupils given below it appears that in the Higher School there were 119 Hindus to 46 Muhammadans, besides two Christians. Of these 158 belonged to the middle class, 27 to the lower, and 12 to the Upper; while middle schools, Vernacular and English, had 482 Hindus to 133 Muhammadans, of whom 416 belonged to the middle class, 168 to the lower, 13 to the upper, and 18 unascertained.

Return of Social Position and Creed of pupils.

						Hindus	Muhammadans	Christians	Others	Total
HIGHER	{	Government	{	Pupils belonging to Upper classes	...	7	5		...	12
				" " Middle "	...	119	47	2		158
				" " Lower "	...	23	4	...		27
				" whose parentage has not been ascertained	..	..	..	...	...
				Total	...	149	46	2	.	197
	{	Government	{	Pupils belonging to Upper classes	...	7	3	..	..	10
				" " Middle "	...	108	59	...	..	167
				" " Lower "	..	19	34	..	..	83
				" whose parentage has not been ascertained	..	18	...	...		18
				Total	..	152	96	..	..	278
MIDDLE	{	Aided	{	Pupils belonging to Upper classes	...	..	..	..	...	...
				" " Middle "	...	102	13	...	...	115
				" " Lower "	...	32	13	..	..	45
				" whose parentage has not been ascertained	...	..	...	..	..	...
				Total	...	134	26	..		160
	{	Unaided	{	Pupils belonging to Upper classes	...	3	..	...	..	3
				" " Middle "	...	128	6	...	...	134
				" " Lower "	...	35	5	..	...	40
				" whose parentage has not been ascertained	...	...	..	...	...	...
				Total	..	166	11	...	..	177

248. The next table shows the number of pupils in three stages of instruction.

Reports of Inspectors of Schools.

Return shewing the class of instruction in the month of March 1873.

CLASS OF SCHOOLS.			Number of pupils in the school on 31st March 1873.	UPPER STAGE.	MIDDLE STAGE.	PRIMARY STAGE.	
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well-prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 2, 3, 4. Well-prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular Scholarships' Course. Pupils are usually four years in this stage.	
				1	2	3	4
HIGHER SCHOOLS.	Government	Boys	197	30	80	46	41
		G. ...	.....	.....	.....	.....	.....
	Total		197	30	80	46	41
	Aided	Boys	.....	.....	.....	.....	.....
		Girls ...	.....	.....	.....	.....	.....
	Total		.....	.....	.....	.....	.....
MIDDLE SCHOOLS.	Government	Boys	278	26	34	105	113
		Girls ...	.....	.....	.....	.....	.....
	Total		278	26	34	105	113
	Aided	Boys	159	7	24	69	59
		Girls ...	.....	.....	.....	.....	.....
	Total		159	7	24	69	59
NORMAL SCHOOLS.	Government	Boys	177	5	23	106	43
		Girls ...	.....	.....	.....	.....	.....
	Total		177	5	23	106	43
	Aided	Boys	.....	.....	.....	.....	.....
		Girls ...	.....	.....	.....	.....	.....
	Total		.....	.....	.....	.....	.....
	Government	Boys	.....	.....	.....	.....	.....
		Girls ...	.....	.....	.....	.....	.....
	Total		.....	.....	.....	.....	.....
	Aided	Boys	.....	.....	.....	.....	.....
		Girls ...	.....	.....	.....	.....	.....
	Total		.....	.....	.....	.....	.....

PATNA DIVISION, GYA DISTRICT.

249. According to the census, the area of this district is 4,718 square miles, and the population 19,49,750, Hindus 17,22,899, Muhammadans 2,19,332. Of this number 7,475 or above $\frac{1}{2}$ per cent. were under instruction at the close of the official year, for which we have statistics—6,831 Hindus and 199 Muhammadans.

250. The number of schools of each class, the number of pupils in attendance, the language taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year are exhibited in the subjoined table.

Reports of Inspectors of Schools.

Primary schools. 251. The Commissioner's summary of the district report is as follows:—

"The schools opened in this district are as follows:—

In Head-Quarters sub-division . .	...	...	88
„ Nowadeh ditto	...	...	111
„ Jehanabad ditto .	...	...	86
„ Aurungabad ditto .	...	...	46

aggregating 369* schools or 131 in excess of the number expected.

252. "Of the number of schools at Nowadeh and Jehanabad, as indicated above, four are on Government estates, namely two at Nowadeh and two at Jehanabad. Moreover, nine of the schools in the former sub-division have been established against a fund arising from a contribution of Rs. 37 per mensem made by eight of the principal zemindars of the place. From the same fund the Magistrate hopes to be enabled to open half a dozen more schools or raise the pay of some of the gurus if the contributors do not object to the money being so appropriated. In Jehanabad two zemindars have come forward with an annual subscription of Rs. 30 each, but it has not yet been reported how this sum has been disposed of. I have drawn the attention of the Magistrate to clause 3, paragraph 11 of the Government Resolution of the 30th September last, in connection with the management of schools maintained from the contributions of the zemindars, and also informed him that such schools, in as possible, should be opened on the estates of the zemindars contributing."

253. "The greater number of the schools at Gya are old pathshalas, and of the total number (331) opened, or aided under the September grant, 8 are makhtabs."

254. "The monthly cost to Government of these 331 schools is Rs. 730 or less than Rs. 2-8 per each school on an average. The highest grant allowed to old schools is Rs. 2, and that to new schools, Rs. 2-8. By thus economizing the resources at his disposal, the Magistrate has been enabled to establish 'a considerable number of schools in addition to the number sanctioned, and to provide every village of any pretensions with the means of primary education.' The Magistrate adds, that the Government grants 'however small, are, so far as he has been able to ascertain, looked on by the gurus as *no insignificant* addition to their income and consequently worth contending for'."

255. "Mr. Palmer has issued instructions to the Deputy Magistrate of Aurungabad to establish a pathsala at Pancho Khar, 'the only village in the Pancho Khar Court of Wards where a pathsala ought to exist.'"

256. "Rs. 120 are in the hands of the Magistrate from the Government Estates Improvement Fund for expenditure in furtherance of mass education. He has as yet established four pathshalas on the Government estates in his district, of which he has given full particulars.

NAME OF PATHSHALA	Number of pupils now attending	Hindus	Muhammadians	Amount of Government aid		
				Rs.	As.	P.
Phoolbali ...	17	6	11	2	8	0
Sunshihoy .	12	4	8	2	8	0
Sukia	11	11	...	2	8	0
Bimulpur	3	3	...	2	8	0

257. "Mr. Palmer states that the inspection reports of his sub-inspectors 'are not very intelligent or satisfactory, but, so far as they go, they show that real progress is being made, and he is satisfied with the working of the schools on the whole.'"

258. Aided pathshalas had not been started when I visited this district, I examined ten pathshalas and makhtabs in the Sadri sub-division, and in the sub-divisions of Jehanabad and Nowadeh. They were all that lay along and about my line of route. As my report is to be a brief summary only, I need not give any details of my examination of these schools such as I have already given in my reports of Patna and Shahabad districts. It will be sufficient therefore to say that the pathshalas and makhtabs examined by me were in all respects, like those of Patna and Shahabad.

259. The pupils of Chamman Lal's pathsala at Jehanabad, whom I selected for prizes, declined to receive any Nagri books as prizes. Nagri was of no use to them.

260. Jait Lal's pathsala in Jahanabad is better attended and the pupils are more advanced.

* Inclusive of 38 schools opened under July grant.

Patna Division—Gya District.

261. In Gaur Ali's maktab at Jahanabad I found only 2 pupils—Hindus—who were learning Persian only. Gulam Husain's maktab was attended by 2 Hindus and 5 Muhammadans, who had been learning Persian only for five to six years. The Muhammadan pupils of maktab are sometimes wont to exhibit their feelings towards the Feringi heretic by spitting before his face.

262. Massauri pathsala has only 12 pupils, one of whom is a Muhammadan. Ram Jiwan's pathsala has only 7 pupils.

Nawadeh Sub division

263. Waziranj pathsala is very inferior

264. Narihut pathsala is much better.

265. Nawadeh pathsala is very backward. As many as ten boys learning their letters only.

266. The table given below shows in one view the number and race of pupils and teachers of primary schools aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was 3,063, of Muhammadans 139. Of the total number, 813 were returned as able to read and write easy sentences in their mother-tongue.

Pattna Division—Gyah District.														
Return shewing the Number and Race of Teachers and Pupils in Primary Schools.														
SUB DIVISIONS OF THE DISTRICT.	NUMBER AND RACE OF TEACHERS				NUMBER OF PUPILS ON THE ROLL ON 31st MARCH 1873				Number of girls who are reckoned in foregoing three columns	Language and subjects taught	NUMBER OF PUPILS WHO ON THE 31st MARCH			
	Hindus.		Muhammadans		Hindus		Muhammadans				Others		Could read and write easy sentences in their mother tongue	Could not read and write easy sentences in their mother tongue
	Total number	Others	Total number	Others	Total number	Others	Total number	Others						
Sadr ...	117	113	4	1,865	1,801	64	1	Hindi and Hindustani, &c	561	1,304				
Aurangabad	44	42	2	498	467	31			85	413				
Jahanabad	82	78	4	839	795	44			167	657				
Nawadeh ...														
Total	243	233	10	3,202	3,063	139	1		813	2,734				

* Statistical Returns of the Pathsalas opened in the Nawadeh sub division have not been furnished yet
The Statistical Returns of three unaided Pathsalas have not been furnished

Patna Division—Gya District.
Return showing the Number and Race of Teachers and Pupils in Primary Schools.

Reports of Inspectors of Schools.

Middle Vernacular Schools.

267. There are nine Government schools of this class in the district.

268. All these schools sent up pupils to the Vernacular Scholarship Examination.

269. Their progress during the past seven years is shown in the table given below :—

YEAR.	Number of candidates appeared.	GRADE IN WHICH THEY PASSED.			Total number passed.	Failed.	REMARKS.
		1st Division	2nd Division	3rd Division			
1866-67 ..	48	11	10	.....	21	27	
1867-68 ...	44	.....	...	16	16	28	
1868-69 ...	41	11	7	10	28	13	
1869-70 ...	36	10	3	9	22	14	
1870-71 ...	41	17	10	8	35	6	
1871-72 ...	52	6	19	15	40	12	
1872-73 ...	68	8	27	26	61	7	

270. The best schools are Jehanabad, Deo, and Daudnagar.

The pupils of these schools learn more geometry and algebra than is set down for them in the Vernacular Scholarship Course, a proof that a taste for knowledge for its own sake has been developed in these schools. They do not all read to become attorneys and clerks merely.

271. One girl, Sita Debi, who had been reading in this school with her father and brother for the last four years, has passed the Vernacular Scholarship Examination. The Deputy Inspector recommends a grant of Rs. 1 or 5 to her for a girls' school.

272. This is a large school. I found 117 boys present. The pupils are taught Persian, Sanskrit, Hindustani, or Hindi, at their option. In attainments and discipline it is yet a good way behind the Behar Scientific Society's middle vernacular school at Mozufferpur, which is of longer standing.

273. There are three aided English and Vernacular schools, situated respectively in Tikari, Jehanabad, and Nivir, and two unaided English schools at Gya and Nawadeh.

Nawadeh English school.
Examination notes

274. I found only 23 boys present, divided into five classes, the 1st, 3rd and 2nd classes consisting of only three boys each and the 1st class of four boys. One teacher has to teach all the classes. The lowest class were reading Arabic and Persian only. The translations of the pupils were very unidiomatic. The teacher says that visitors generally require *literal*, not idiomatic translations. This is a sample of the harm done by amateurs. No boy could solve the question—"At 3 Rs. for 18 maunds, what is the cost of 27 seers?"

275. The Report of the Deputy Inspector of schools is wanting this year in the fullness which used to characterize his Annual Reports.

Training schools. 276. The head-master, Pandit Radha Lal, has submitted a tolerably fair report of his school.

277. There had been a decrease in the number of stipendiary pupil-teachers, in consequence of the abolition of the Persian and Hindustani class, and because their places were not filled up, as the Vice-President held that it was not desirable that more pupils should be admitted to stipends while the new constitution of the school was under the consideration of Government.

Eight pupil-teachers obtained appointments in middle vernacular schools during the year.

278. Particular attention was paid to the substitution of popular Hindi terms for the Arabic and Sanskrit technical terms employed in books on arithmetic, geometry, and algebra. A few such are quoted in Pandit Radha Lal's Report. Thus "lukirā for rekha (Sanskrit) and khat (Arabic); kharā kona or pūra kona for sam kon

Technicalities formed from the popular language.

Patna Division—Gya District.

(Sanskrit) and *Záwiya químa* (Arabic) (a right angle); *khari lakir* for *lamb* (Sanskrit) and *amud* Arabic (a perpendicular); *bich barabar lakir* for *samúnántar rekha* (Sanskrit) and *khátut mutawazi* (Arabic) (parallel straight lines); *adh kal* for *karn* (Sanskrit) and *witr* (Arabic) the diameter or diagonal); *chakkar* for *darpanodur with kshetra* (Sanskrit) and *shakl daira* (Arabic), (a circle); *ghera* for *paridhi* (Sanskrit) and *muhit* (Arabic) (the circumference); *chakkar ka bich* for *kendra* (Sanskrit) and *markaz* (Arabic) (the centre of the circle); *tikhúnt* for *trichuj* (Sanskrit), and *musallas* (Arabic) (triangle); *chaukhúnt* for *chatur bhuj* (Sanskrit); and *shakl-i-zu-arabatul azlau* (Arabic) (*quadrilateral*); *chaukor* for *barg khetra* (Sanskrit) and *shakl-i-murabta* (Arabic) (*square*), *manu hui bat* for *abudhyop kran* (Sanskrit) and *asul mozua* (Arabic) (*postulates*)."

* 279. Of Arabic and Sanskrit technical terms, the head master observes, "they are not grasped by the students easily. Though they commit these words to memory, they do not understand the exact sense of the words by themselves; but when they hear a popular technical word, they apprehend it at once and can explain the meaning without being told the definition, as for example, when we say '*bich barabar lakir*' (parallel straight lines) they can explain the meaning of the phrase immediately they hear it. *Bich barabar lakir* they will tell you 'means lines which have an equal distance between them.'"

Popular Physical Science.

280. "The students know the use of the barometer too and they can calculate the heights of mountains by the formulæ given in the book."

Practising Schools.

281. The number of pupils has decreased because—

(1). While the only vernacular permitted to be taught in the school was Hindi, the language of the Courts was still Urdu.

(2). A great many pupils were drawn away to the Behar Scientific Society's school which was opened in the neighbourhood. They were attracted there by lower fees, with the opportunity of reading Persian, Sanskrit, and Urdu which they very much prefer to Hindi.

(3). The people fully expected that the training school was doomed, because the magistrate had recommended its abolition to Government as a useless and expensive school.

282. However, under all these disadvantages, the chief of which was the disfavor with which the school was regarded by the district officer, the school maintained its good character. "18 pupils went up to the Vernacular Scholarship Examination, and all passed it successfully, seven being placed in the 1st division, nine in the 2nd division, and two in the 3rd division."

283. The following extracts are from the visitor's book—

"The Lieutenant-Governor visited this school on the 11th September 1872, and was fairly satisfied with its state. The model school appears to be very successful. He was glad to see that a carpentry and stone-work class had been opened. He hopes that the master will make more use of the many excellent natural history diagrams which have not as yet been explained to the boys. The Lieutenant-Governor was glad to find that some of the Hindi readers, which contain extracts from poetry in an extinct language, had been struck out of the course."

284. A Beck's microscope and some mounted specimens were contributed during the year. The pupils were very much struck at the sight of living creatures swimming in a drop of water.

Scientific apparatus.

285. "A class for teaching carpentry and stone-cutting was opened by subscription.

Artizan class.

Some of the gentlemen of the town subscribed Rs. 11 a month, and some contributed Rs. 60 as a donation, and the class was opened in the beginning of September last, for three months. Babu Unes Chandra Sarkar, B.A., B.L., Government Pleader, took deep interest in the scheme, and subscribed Rs. 5 per month towards it. The class was somewhat successful, and the boys learned so far as to make *patharis* (small stone cups) and tools, &c."

286. With the exhaustion of the subscriptions, the class was given up. Its resuscitation depends on the result of an application for a grant, which has been made to the District Committee.

Higher school.

287. The Magistrate, Mr. Palmer, reports:—

"During the year under review the zillah school has well maintained its position in the estimation of the local public. The area which recruits the ranks of the school is year by year expanding. Of the scholars who attend the school, a good proportion come from the interior of the district, who reside in the town, sometimes under considerable disadvantages, for the one purpose of prosecuting their studies in the school. The Gywals, however, though forming the wealthiest section of the community, do not care to avail themselves of this or any other school for the education of their children. Yet this year I have to bring forward the interesting fact that one of the influential Gywals, Babu Chatu Lal, has granted a scholarship of Rs. 8 per month, tenable for one year, at the zilla school. From whatever motive it may have proceeded, the endowment may be looked upon as a concession in behalf of education."

Reports of Inspectors of Schools.

288. "The reduction in the fee rate in the last class was an experimental measure. If it succeeded in gaining the object aimed at, it was intended that further reductions would be made in two or three classes, so as to make the way of the poor boys who now pay the high rates with difficulty, as well as of those who might avail themselves of the easy terms to enter the school, as smooth as possible. But this object has not up to this time been realised to any appreciable extent. The number of boys attending the last class on 31st March 1873, was the same as on the corresponding date of the preceding year, namely 29."

289. "I concur with the head master, whose report on the school is herewith forwarded *in extenso*, in his opinion as to the manner in which the several teachers discharged their duties during the year under report. I have only to add that the head master, Babu Srikrishna Chaturji, continues to merit the high character he has hitherto borne, and that the success of the school is mainly owing to the interest he takes in the cause of education and the example he sets to others by his own good conduct."

290. "No arrangements have yet been made for the teaching of that subject in the school. A few months ago an application was made for a teacher of surveying, but no reply to it has yet been received."

291. Hindi, in the Nagri character, is taught in the four junior classes.

292. There were 191 pupils on the register, against 180 in the year before.

293. The fee realized show a decrease of Rs 16 in the year. "This decrease is chiefly owing to the reduction of the fee rate in the last class."

294. The following notice was recorded in the visitors' book by Mr. Bernard.—

"The Lieutenant-Governor was much pleased with what he saw of the Gya zilla school on his recent visit. Everything seemed in good order, and the boys appeared to know what they had been taught. Satisfactory effort had been made to teach the boys to write a good hand."

"The boys mostly belonged to the professional classes, and many of the most advanced boys were not natives of Behar. Still there were some Kauths and Muhammadans of Behar who were getting on well. The number of boys on the roll was small for the head quarters' school of a large town and a great district like Gya. Mr. Campbell hopes, however, that an early reduction in the fee rates may make the school more available to the lower middle classes of the people."

295. The Commissioner, Mr. Bayley, writes:—

"The inspection was satisfactory, and the Lieutenant-Governor expressed himself much pleased with the condition of the school, and the intelligence shown in various departments, notably in the printing."

"The library register shows that a good many works on different departments of knowledge were in circulation among teachers and students of the school."

"Since the promulgation of the Government order on the improvement of handwriting, increased attention has been given to this subject, and I am glad to be able to say that the boys have made satisfactory progress in this useful art within a short time."

296. The head master further notes that of the two who passed in the 1st division, one stood sufficiently high to win for the Gya school the first place in the last Entrance Examination among the educational institutions in Behar."

297. "The annual examination of the school was conducted by the Judge, Mr. Craster, Babus Dhones Chandra Ráy, B.L., Umes Chandra Sarkar, B.L., Nepal Chandra Basu, B.L., Bhop Sen Sinha, B.L., and Maulvi Qamruddin Ahmed, assisted by the head and second masters of the school. Judging from the marks awarded, and the remarks of some of the examiners, the result of the examination was on the whole fair."

298. The school was closed during my three days' stay at Gya.

299. In the higher school, five teachers were Bengali Hindus, two Behar Hindus, and one was Muhammadan. In middle schools, Vernacular and English, 23 were Behar Hindus and one Muhammadan. In the normal school one was a Behar and one a North-West Hindu.

300. The next table shows the race of pupils of the same schools.

Return of Race of Pupils of the Higher, Middle, and Normal Schools.

	HIGHER SCHOOLS						MIDDLE SCHOOLS						NORMAL SCHOOLS					
	GOVERNMENT.			AIDED.			UNAIDED.			GOVERNMENT.			AIDED.			UNAIDED.		
	Bengalis.	Beharis.	Europeans.	Bengalis.	Beharis.	Europeans.	Bengalis.	Beharis.	Europeans.	Bengalis.	Beharis.	Europeans.	Bengalis.	Beharis.	Europeans.	Bengalis.	Beharis.	Europeans.
HINDUS—																		
Brahmins	12	8	..	20	..	..	..	124	124	..	67	67	..	3	3	..	..	..
Khetris or Kshetris	..	2	..	2	..	..	..	49	50	1	25	26	..	1	1	..	..	..
Vaidyas	3	7	..	7	..	..	..	58	58	..	..	..	..	..	..	..	..	..
Rajputs	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kayasthas	12	53	..	105	..	..	..	48	49	..	16	16	..	1	1	..	..	..
Nayaks	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kaibartas	2	..	..	2	..	..	..	..	..	..	8	8	..	3	3	..	..	..
Sonabans	1	10	..	11	..	..	..	23	23	..	9	9	..	3	3	..	..	..
Other castes above the lowest.	..	..	..	..	..	..	..	160	160	..	..	..	..	..	..	..	..	..
Doner, Chudale, Haris	..	15	..	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Hindus	32	135	..	167	..	..	..	462	464	1	125	126	..	11	11	..	..	..
MUHAMMADANS—																		
Shias	..	2	..	2	..	..	..	15	15	..	4	4	..	..	..	..	..	..
Sunni	2	18	..	20	..	..	..	13	14	..	3	3	..	2	2	..	..	..
Total of Muhammadans	2	20	..	22	..	..	..	29	29	..	7	7	..	2	2	..	..	..
CHRISTIANS—																		
Protestants	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Roman Catholics	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..
Total of Christians	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..
Buddhists	..	2	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Others	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..
Grand Total	34	167	..	191	..	..	..	493	494	1	132	133	..	13	13	..	..	..

* The returns showing the race of 200 pupils of two unaided schools have not been furnished yet.

Patna Division—Gya District.

301. From the table of creed and social position of the pupils given below it appears that in the higher schools there were 164 Hindus to 22 Muhammadans, besides five others. Of these 140 belonged to the middle class, 19 to the lower class, and 32 to the upper, while middle schools, Vernacular and English, had 579 Hindus to 49 Muhammadans, besides one Christian, of whom 281 belonged to the Middle class, 321 to the lower class, and 24 to the Upper. In the normal school there were 11 Hindus to two Muhammadans, all belonged to the lower class.

Return of social position and creed of pupils.

			Hindus.	Muhammadans	Christians.	Other.	Total
HIGHER SCHOOLS	Government ...	Pupils belonging to Upper classes ...	27	5	..	..	32
		" " Middle "	123	13	..	4	140
		" " Lower "	14	4	..	1	19
		" whose percentage has not been ascertained	...	...	..	...	...
		Total ..	164	22	..	5	191
MIDDLE SCHOOLS	Government ...	Pupils belonging to Upper classes	10	4	..	..	14
		" " Middle "	220	18	1	..	239
		" " Lower "	231	12	..	..	243
		" whose percentage has not been ascertained	...	...	..	...	...
		Total ..	461	34	1	..	496
	Aided ..	Pupils belonging to Upper classes	6	4	..	..	10
		" " Middle "	32	16	..	..	42
		" " Lower "	80	1	..	..	81
		" whose percentage has not been ascertained	...	...	..	...	...
		Total ..	118	21	..	..	139
	Unaided	Pupils belonging to Upper classes	...	..	..	..	...
		" " Middle "	...	...	..	..	...
		" " Lower "	...	...	..	..	...
		" whose percentage has not been ascertained	...	...	..	...	...
		Total ..	...	...	..	...	...
NORMAL SCHOOLS.	Government ...	Pupils belonging to the Upper classes	...	..	..	..	...
		" " Middle "	...	..	..	..	...
		" " Lower "	11	2	..	..	13
		" whose percentage has not been ascertained	...	...	..	...	...
		Total ..	11	2	..	..	13

* The returns showing the social position and creed of 200 pupils of two unaided schools have not been furnished yet.

Reports of Inspectors of Schools.

302. The next table shows the number of pupils in three stages of instruction.

Return shewing the class of instruction in the month of March 1873.

CLASS OF SCHOOLS.				UPPER STAGE.	MIDDLE STAGE.	PRIMARY STAGE.	
			Number of pupils in the School on 31st March 1873.	Comprising pupils who have reached a standard equivalent to that of the 1st & 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage	Comprising all pupils who are not enumerated in the other columns numbered, 1, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular Scholarships, course. Pupils are usually four years in this stage.	
				1	2	3.	4.
HIGHER SCHOOLS.	{	Government ...	{ Boys ... 191	26	75	61	29
			{ Girls .. ..	..	..	..	..
		Total ...	191	26	75	61	29
MIDDLE SCHOOLS.	{	Government ...	{ Boys ... 494	88	152	152	102
			{ Girls ... 2	.....	..	..	..
		Total ...	496	88	152	152	102
	{	Aided ...	{ Boys ... 133	14	12	57	50
			{ Girls .. ..	.....	.....	..	..
		Total ...	133	14	12	57	50
NORMAL SCHOOLS.	{	Unaided ...	{ Boys ... ..	.....	..	..	.....
			{ Girls .. ..	.....	.....	..	..
		Total ...	.....	.....	.....	.....	.....*
	{	Government ...	{ Boys ... 13	.....	13	.....	.....
			{ Girls ... ..	..	.....	..	.....
	Total ...	13	.....	13	..	.....

* The returns of two unaided schools have not been furnished yet.

PATNA DIVISION—SARAN DISTRICT.

303. According to the census, this district covers 2,654 square miles, and has a population of 2,063,860 souls, Hindus 18,29,048, Muhammadans 2,41,500. Of this number 5,425, or about $\frac{1}{4}$ per cent. were at school on 31st March 1873, according to the returns—4,868 Hindus, and 554 Muhammadans.

Patna Division—Saran District.

Patna Division—Saran District.

CLASS OF SCHOOLS.	Number of Institutions.	Number of Pupils on the Rolls.		Number of pupils in average.	Sum of the age of all the pupils on the 31st March.	Average age of pupils on the 31st March.	PUPIL'S LEARNING.								RECEIPTS.				Expenditure.	Cost of educating each pupil.		Number of girls attending schools.		
		On 31st Mar.	Monthly average.				English.	Sanskrit.	Hinguli.	Hindi.	Southali.	Arabic.	Persian.	Hindustani.	Government Net grants for the year.	From Government.	From fees and dues.	From other sources.		Total.	Cost to Government.		Total cost.	
HIGHER SCHOOLS.	{ Government ... Aided ... Unaided ...	1	196 188	156	9,889	14.73	196	...	...	147	...	...	...	28	21	2,100 0 0	2,415 0 0	4,009 15 9	1,724 ...	8,148 15 9	11 12-13 6	39-14-2	...	
MIDDLE SCHOOLS.	{ Government ... Aided ... Unaided ...	8	369 329	277	4,805	10.31	...	...	103	...	...	...	...	62 354	1,990 0 0	1,974 4 0	747 7 0	...	...	2,721 11 0	2,721 11 0	6-0-0	8-4-4	...
PRIMARY SCHOOLS.	{ Government ... Aided ... Unaided ... Patshalas ...	40* 214	134 124	93	1,630	12.16	28	17	100	...	...	...	...	4 60 73	...	...	118 10 0	2,249 0	0 2,366 10 0	2,311 2 0	...	...	18 10-2	...
NORMAL SCHOOLS.	{ Government ... Aided ... Unaided ...	1	17 20	17	349	20.47	...	...	17	...	...	...	...	12 12	2,100 0 0	2,080 7 5	29 10 9	...	...	2,110 2 2	2 104 0-4	105-9-1	...	
GENL. SCHOOLS.	{ Government ... Aided ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* No particulars can be got of these schools, hence the several columns are left blank.*

Reports of Inspectors of Schools.

304. The Commissioner, Mr. Bayley's, summary of what has been done for primary instruction in this district is as follows:—

305. "Most of the schools opened in this district are new ones, not less than 269 have been set up or aided as marginally noted, being 39 in excess of the expected number. Previous to the introduction of the present scheme there existed two Government pathsalas in this district, which, with those established under recent orders, makes a total of 271 schools.

306. "The aggregate monthly cost to Government on account of these schools amounts to Rs 800 or Rs. 9,600 per annum, being Rs. 600 over and above the amount of grant sanctioned for the current official year. Taking, however, the grant for 1872-73 and 1873-74 together, Mr. Drummond calculates on a surplus of Rs. 2,139, which he proposes to expend partly in new schools and partly in providing house accommodation, books, maps, and furniture where necessary, for the schools already set up, as well as in granting rewards in accordance with suggestions contained in Government Order No. 1091, dated 11th March 1873. I see no objection to accede to the proposal of the Magistrate, but I notice that if he carries out his plans in full a Government grant of Rs 12,000 would be required annually to keep up the present rate of contribution.

307. "Of the total number of schools established in Sarun 15 are maktabas.

308. "The total sum available from Government and wards' estates for the object of diffusing primary education in this district amounts to Rs. 236, and from this fund the Magistrate has been instructed to establish 10 or 12 schools.

309. "The Court of Wards has sanctioned a special grant of Rs. 4,692 from the assets of the Hatua Raj for opening 31 schools in the estates of the Raj, of these 30 have been opened, and are included in the number (51) exhibited against Sewan. Mr. Drummond, in consultation with the manager, decided, however, that the total cost of these schools should not fall on the Raj, and has subsidised them with a Government grant of Rs 1,100. The object of this was by no means to save the Raj money but that by associating the Government as a joint contributor with the Rajah, the chance of the latter discontinuing his subscriptions hereafter should be reduced to a minimum.

310. "At the recommendation of the manager of the Hatua estate a number of scholarships (four or five) of about Rs 1 each has been sanctioned for each of the Raj schools an annual outlay of Rs 1,000, 'in order to enable the children of poor parents who otherwise cannot dispense with their children's earnings to attend schools."

311. The Secretary, District Committee, Mr. Tute, gives the following analysis of pupils attending primary schools.—

"Out of a total of 4,681 pupils attending these schools, 5 per cent. were the sons of cultivators and the very small shop-keeper class, 21 per cent were Rajputs engaged in cultivation and holders of small zemindaris, 11 per cent. Brahmaus, 8 per cent. Muhammadans, and 7 per cent. Kayasths.

312. "From Sewan, Mr. Wright, the Deputy Magistrate reports that out 1,150 pupils, 527 were the children of common cultivators and 129 the sons of small zemindars, who are zemindars but in name and really earn their bread by field labour."

313. Aided pathsalas were about to be started when I visited this district in December. I examined two unaided maktabas and four unaided *pathsalas*.

314. Both maktabas are held as usual in the private dwelling-houses of the proprietors. The record-keeper, Juvalai's maktab, was attended by five Muhammadans and fifteen Hindus. They read Persian only. No Vernacular and no Arithmetic. Motelal, Mukhtiyar's maktab consisted of six Muhammadans and ten Hindus.—Persian only.

315. *Mubarakpur pathsala* has an attendance of 20 pupils. No classification. Each boy writes down the multiplication table which he is to learn. This is a fair school.

316. *Gyana pathsala*.—20 boys. The pupils are beginners mostly.

317. *Kepi/ganj pathsala*. This is a large town and hence the pathsala is fairly attended and the pupils are more advanced.

318. *Garkha pathsala*.—This is a new pathsala, mostly all beginners. Six boys know up to 20 times 10; 15 pupils in all. One Muhammadan, (carder by trade), six banias, one bazaj, three modis, and four cultivators, who say they will continue as such. Their object is to qualify themselves to read and write letters.

319. *Bania pathsala*.—8 boys can write *Kaithi*, three boys know *Kharid Bikri*, and seven boys know land measurement according to the native method. In no other pathsala in the district have I met with this number of advanced pupils.

320. The table given below shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was 4,801, and of Muhammadans 408 of the total number, 1,070 were returned as able to read and write easy sentences in their mother-tongue.

Patna Division—Suran District.

Return shewing the Number and Race of Teachers and Pupils in Primary Schools.

SUB-DIVISION OF THE DISTRICT										NUMBER AND RACE OF TEACHERS.		NUMBER OF PUPILS ON THE ROLLS ON 31st MARCH 1873				Language and subjects taught	NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.													
										Total number.		Hindus.		Muslimans.			Others.			Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.				
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
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										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
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										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
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										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
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										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus.		Muslimans.		Others.		Number of pupils who are reckoned in foregoing three columns.		Language and subjects taught		NUMBER OF PUPILS WHO ON THE 31st MARCH		
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										Total number.		Hindus.		Muslimans.		Others.		Total number.		Hindus												

* No particulars can be got of these schools, hence the remaining columns are left blank.

Reports of Inspectors of Schools.

Government Middle Vernacular
Schools.

321. The Secretary to the District Committee reports as follows :—

"Of these schools, there were seven in this district, in which 266 pupils are being educated in Hindustani Literature and Mathematics up to the Vernacular Scholarship standard. The average monthly attendance is 227; of this 12 per cent. were Muhammadaans and 88 per cent. Hindus, of the 88 Hindus: 63 are Kayasthas, 10 Rajputs, and 15 belong to other and lower castes. The Government grant is Rs. 1,674-4-0, and the income from fees is Rs. 314-4. The annual cost per pupil to Government is Rs. 7-6-0, and the total cost is Rs. 8-12-1. It will be seen that an immense proportion of the pupils in these schools belong to the Kayasth class. These schools are the main sources from which the Government school and subsequently the Colleges are supplied, and are the means of educating the great bulk of the middle classes in the district, who afterwards take service under Government and private individuals as writers, &c.

322. This school has made considerable progress in this year. Last year there were 31 boys on the roll, and this year the number on the roll is returned at 45. The income from fees also increased during the same period from Rs. 39-4. Askari Hassan and Zamir-ul-Hassan are able, intelligent, and conscientious teachers.

The Deputy Inspector's report.
Nyagon.

323. "This school is improving. eleven boys were sent up to the Vernacular Scholarship Examination. Seven passed; four in the 2nd division, and three in the 3rd."

Farsa.

324. This is the oldest school in the district, being established in 1855. It has declined of late years. This is not the fault of the teachers. The inhabitants "do not send their children to the school saying that the Government does not patronize the education offered in the Government schools by offering them appointments, and so it is immaterial whether they educate their boys at home or in the school."

Sandwarah.

325. The attendance has risen from 18 to 32.

Sahol.

326. "This school has made no progress this year."

327. "Manjhi school maintains its position under Munshi Tajuddin, head teacher. He takes interest in his work, and is a studious and pains-taking teacher. He may be fairly classed among those teachers, to whom acquiring and imparting knowledge is a delight."

Manjhi.

328. This school has made fair progress. Munshi Har Gobind Sahai is a studious man, who takes an interest in his profession.

Sitalpur.

329. "The comparative success of candidates at the Vernacular Scholarship Examination during the last three years is shown in the table given below :—

YEARS.	From Schools.	Private candidates for certificates only.	TOTAL.
1870	21	7	28
1871	40	4	44
1872	63	24	77

330. Nagri-Hindi has been introduced in all the schools. The results of the examination held by me agree with the estimate of the Deputy Inspector given above.

331. The substitution of Nagri-Hindi in the courts is a popular measure with the masses.

Sewan Anglo-Vernacular middle school.

332. This school has sent up eight boys to the Vernacular Scholarship Examination, five were passed.

333. "Mr. Wright reports that it is fully deserving of Government aid. It has been in existence for 3½ years, and has a staff of teachers costing Rs. 60 a month. Local subscriptions amount to Rs. 82, and fees and fines to Rs. 3. The Sewan Town Fund is going to contribute Rs. 20 to the support of the school."

334. Of six pupils sent up to the Vernacular Scholarship Examination, five passed. I was unable to examine this school, which was closed during my stay at this station.

Behar Society's School, Chaprah,
unaided.

335. This school is supported entirely by private subscriptions. It contains 67 pupils.

336. The results of my examination of this school and of the attached middle school show that these schools are very much as they were last year. The officiating head-master, Munshi Mastanecr Bitclah, as I have reported before, is not as efficient as the trained head-masters of the other training schools.

Training School.

337. Mr. Déy, Joint-Magistrate and Secretary, District Committee, remarks :—

"The appearance of the school is generally very satisfactory. The boys seem smart and

Patna Division—Saran District.

eager about their work, and their past successes in the vernacular examination show that they are well taught. The vernacular scholarship class seems very intelligent and well taught. The second class which I examined in mathematics was rather slower than ought to have been the case. Their knowledge of euclid seems superficial, and in arithmetic, though tolerably accurate, they were not so quick as the average of boys of their age."

338. The Commissioner, Mr. Bayley, writes as follows —

"The model school is popular and does well, but the number of applicants for stipends is less than I should have expected, and vacancies among the stipend holders are, it appears, not filled up in the middle of the year. I had one of the pupil teachers out to explain, as a teacher in Urdu, the principles of the air-pump. He did not make much of it, and scarcely got beyond explaining that you pulled the piston and the air came out, till the head-master took up the subject and explained it very well by a series of questions."

339. "The teaching of arithmetic, geography, &c., is carried on in the vernacular, though English appears to be taught side by side in an unrecognized way as a private pastime. In Hindi dictation and in mental arithmetic, in which I examined, several of the boys did well. I think the school answers fairly enough its purpose of training up teachers for lower and middle class vernacular schools, though hardly for pathshalas and primary schools."

340. "The teaching is better than at most schools, and is creditable to the head master."

341. Contrasted with the above opinions is the opinion expressed by the Assistant Magistrate, Mr. Tute, in his report as secretary to the district committee. Mr. Tute, who does not appear to have examined the school, reports that "the head-master rejoices in the popularity with which his lectures on natural philosophy are attended. He speaks in raptures of excited crowds of outsiders, thronging around him to watch the experiments," and that "this result seems to be the only good derived from the enormous expenditure" of the training school; though he is "sceptical enough to doubt as to whether or not the 'tamasha' connected with the water-wheel, &c., has not some share in attracting the outsider, as well as thirst for knowledge."

342. The "crowds of outsiders" consisted of the amlah class of would-be muktyars and vakils, who are now required to pass an examination in the course of liberal studies comprehended in the vernacular scholarship standard, to entitle them to appear in the pleaders' examination. Forty-eight candidates of this class appeared in the year under review at the vernacular scholarship examination, at which 24 were passed. As the training school is the only institution in the district in which this class of men could have acquired the liberal knowledge now demanded in one of the liberal professions, the district committee, in its annual report on education, should not have omitted to notice the above fact as one of the important functions performed by Chapra training school, which the secretary, with an insufficient knowledge of its work, too hastily condemns as an institution not worth the cost of its maintenance.

343. It should be further noted, that what Mr. Tute ascribes without warrant to a mere love of *tamasha*, is more justly ascribed by the native secretary to the district committee of Patna to the natural curiosity which is inherent in all men, and which is seen in a marked degree in children who "seek for information about matters of physical science as soon as they begin to talk."

344. The secretary to the district committee further likens the wisdom of having a training school at Chapra, for the supply of trained teachers on small salaries for lower middle schools in the district of Saran "by the side" of Patna normal school, which trains teachers for a higher order of vernacular schools in the Behar circle, consisting of ten districts, to that of "the man who made two holes in his door, a large one for his cat to go through, and a smaller for the kittens."

345. Mr. Tute is a young man. He would cut blocks with razors. Colleges should do the work of high schools, and high schools that of middle and primary schools. The matter has been settled, however, by ripe knowledge and experience, and Chapra training school is safe from summary extinction.

346. The Secretary to the district committee further points out "the enormous cost,"

The "enormous cost" per head. Its cause. Rs. 104 per head, for each pupil-teacher, and that only 28 pupil-teachers from the training school have obtained employment as teachers.

347. With somewhat more information on the subject on which the Secretary writes, he might have set himself to the more useful task of suggesting how this enormous cost per head might be reduced, and the number of teachers for schools considerably increased. But Mr. Tute disapproves of trained teachers and "improved methods" of teaching, and he would have the "time-honored guru" and "his own old system" remain as they are, "as infinitely more practical, although, perhaps, less scientific."

348. If progress is not a thing to be desired, or if to remain "as you were" is the way to progress, then certainly training schools and "improved methods" are not wanted; and to one such sentiments, they must be dear at any price. As it has been ruled otherwise

Reports of Inspectors of Schools.

however, by the experienced men who happen to be at the helm, it will be more to the purpose to consider why the cost per head is so large, and the number of trained teachers who obtain employment as teachers so few. This, as will presently be shown, is a mere question of arithmetic. Dismissing the short device of amateurs who imagine that economy means cutting down, I proceed to shew that if an establishment costing Rs. 175 a month, *plus* Rs. 90 for 20 stipendiary pupil-teachers, give Rs. 159 as the cost of training each pupil-teacher, the same establishment at Rs. 175, *plus* Rs. 225 for 50 stipendiary pupil-teachers, would bring down the cost per pupil-teacher from Rs. 159 to Rs. 96 a year. Herein we see the false economy of not spending enough, the false economy of maintaining only 20 stipendiary pupil-teachers for an establishment which could teach two classes of 50 stipendiary pupil-teachers as easily as it now teaches two classes of 20 such pupil-teachers.

349. But a still greater reduction is possible. The Government has only to give to vernacular schools the same pecuniary value that they have given to English schools, and then pupil-teachers would not need the bounty of stipends at all. Thus the cost of training 50 pupil-teachers would be reduced from Rs. 96 to Rs. 42 per annum per head, and even considerably less; for the pupil-teachers would then be willing to contribute the greater portion of the total cost of their instruction, as they now do in English schools.

350. The number of pupil-teachers who obtain employment as teachers in middle vernacular schools, is limited necessarily by the number of such schools in each district. When only seven middle vernacular schools, with two teachers in each school, are allowed for the whole district, it cannot be surprising that only 28 teachers should have found employment as teachers in them in the seven years which have elapsed since the establishment of the training school. When the Calcutta University shall concede to the natives the common justice of conducting examinations for degrees in the vernacular of the country, as in other countries, and when all who can prove their possession of a certain amount of knowledge and culture are admitted to the same honors and preferments, no matter how and through what medium acquired, instead of confining all academic honors and preferments to the small section who are willing to learn the language of the ruling class, then a largely increased demand for vernacular schools and colleges, and therefore of teachers for them, will be such as to leave small room for complaint.

351. As regards primary instruction, while I hold that it is not desirable to initiate any such "improved methods" as are unacceptable to the people, it is desirable, and indeed incumbent on us, to discover and apply every improved method which is calculated to commend itself to the people and to hold them to rise above their present impoverished and degraded condition. This at least is the ambition of those who are above the selfish and base wish to keep the masses in a state of helpless servitude, to minister only to the pleasures of the stronger class.

352. "It is to be regretted that during the last two years the success of this school has not been what it could be desired. The statistics for the last four years show a steady decrease in numbers, the figures being in 1870, 285, in 1871, 245, in 1872, 203, and in 1873, 196; and whilst last year not one of the pupils sent up for entrance passed, this year we were only enabled to send up six boys with any hope of success, of whom five passed. I do not know to what to attribute this want of success, as all the masters seem to work willingly; but there seems to be an absence of vitality in the school that makes it really the least interesting of all the schools in the district. It will, however, be my endeavour, now that the school is under our committee, to infuse more life into it; and I shall with your permission, after the summer vacation is over, submit some change in the working of the school and the course therein read for the approval of the committee."

Higher school Report of the Secretary, District Committee.

353. According to the head-master's report, the result of the entrance examination "will compare favorably with that of any other higher school in Behar. One boy passed in the 1st division, two in the 2nd, and two in the 3rd division. Three of the lads received scholarships, one of the 2nd grade and two 3rd grade."

354. The second master, Babu Syama Charan Banurji, M.A., the head-master reports, "is especially deserving of commendation. He is an excellent scholar and eminently qualified for the post he holds."

355. On the survey class Mr. Tuttle reports as follows:—

"In the month of August last, a teacher was sent up here, a Bengali, totally ignorant of the language of this district and unprovided with any instrument whatever; he was paid a salary of Rs. 70 per month, and in my opinion a more deplorable waste of Government money was never sanctioned. At the half-yearly examination held in December, Captain May, the Executive Engineer, kindly volunteered to examine the surveying class in the chain surveying (the only instrument available), but the teacher confessed that it was useless their undergoing this test as they had learned nothing. His time has been spent in teaching mensuration, and, to say the least of it, the knowledge acquired of that science by the pupils has been *adequately* paid for by the very large salary drawn by the master. A class was formed to teach outsiders the art of surveying, but nothing has been done to teach

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beyond a few lectures in mensuration, chiefly given in English. I believe the man knows his business well, but I would strongly recommend his employment in a district, the language of which is familiar to him, and the substitution in his place of a Runk-man or some one to whom the language of this district is not absolutely foreign. He has been appointed to remain here for some months and then go to Champaran and Arrah. I would suggest that if a new appointment be made, it should be a permanent one and not an itinerant one."

356. There were 47 Muhammadans to 118 Hindus and one Christian. Of these, six belonged to the upper class, 119 to the middle, and 71 to the lower classes.

Caste and creed.

357. The following are extracts from my examination notes of Chapra higher school—

Examination notes.

2nd English Class—13 pupils. The teacher is Babu Roman Krishna Ghosh, surveying master.

Mensuration. Method of teaching.

I observe that when the class fails to work the sum given them, the teacher writes down the solution for them on the board, and there it ends. This is not teaching. Every step of that process should be worked out by the pupils with the aid of suggestive questions by the teacher.

The pupils have no definite ideas of a base, surface, square, &c., though as usual they can repeat definitions learnt off from the book. The reasons of rules and processes not explained or understood.

Geometry.

The sharpest boys, as a rule, are the sons of pleaders. Krishna Prasad shows some thinking power. Upon the whole the middle vernacular school at Nyagaon does better than the big school in geometry. Our vernacular schools do not learn geometry out of the book. The authority for Euclid's postulate for producing a straight line discussed with the class.

Vernacular and English pupils.—Outsiders. Surveying with the chain. The vernacular students have been learning mensuration from August

Surveying class.

to the middle of December, when they were set to field surveying. The English pupils have their field books. The vernacular students have not got theirs yet "because this is only their first day."

Printing is not systematically taught as in Bhagulpur higher school, and hence

Printing.

their printing is very inferior. Books neither clean nor neatly kept.

358. The Secretary, District Committee concludes his report as follows—

Report of the Secretary, District Committee, continued.

"To sum up this report, it will be seen that as we go higher, the hold of the schools on the masses decreases; and one thing has especially struck me, that where education is left alone and new and improved methods of teaching are not introduced, there has been a great success in drawing the masses of the people to the school. The pathshalas and *unaided* middle schools attract most of the lower orders of society, and I believe that the former will prove a sound basis of popular education."

359. All this only means (1) that the only popular institutions are their own institutions, their *pathshalas* and *maktabs*, and (2) that "our fine old English institutions," which Englishmen insist on carrying about with them wherever they go, are exotics which have not assimilated because they are not adapted to existing conditions. But the practical question which demands solution is, what improvements may be successfully grafted on their own system? A beginning in the right direction has already been made in the modicum of practical knowledge recently introduced in English higher schools. But a good deal more must yet be added to, and still more will have to be subtracted from the course at present pursued in middle and higher schools, if these schools are to be anything like as popular as their own pathshalas. For instance, the natives do not want to learn any geography or history, which they regard as so much "useless knowledge." Neither do they want to study their vernacular, which they think they know already. Is Mr. Tute prepared then to advise that these studies be struck out of the course, for they must be struck out of our superior schools, as we regard them, are to succeed in "drawing the masses of the people?" Then as to what things the people do desire to learn. Is the Government prepared to establish arts schools all over the country, for this is the only education which the natives want—professional instruction which will enable them to get their bread and grow rich?

360. From the table given below it appears that in the Government higher school there were one Bengali Hindu teacher, four Behari and one North-West Hindus, two Muhammadans, and two Christians. In middle schools, Vernacular and English, nine were Behar Hindus and 20 Muhammadans. In the normal school there were one Behar Hindu and two Muhammadans.

Reports of Inspectors of Schools.

Patna Division—Saron District.
Return of Race of teachers of Higher, Middle, and Normal Schools.

	HIGHER SCHOOLS.						MIDDLE SCHOOLS.						NORMAL SCHOOLS.					
	GOVERNMENT.			UNAIDED.			GOVERNMENT.			UNAIDED.			GOVERNMENT.			UNAIDED.		
	Behars.	Bengalis.	Up-country men.	Behars.	Bengalis.	Total.	Behars.	Bengalis.	Total.	Behars.	Bengalis.	Total.	Behars.	Bengalis.	Total.	Behars.	Bengalis.	Total.
HINDUS—																		
Brahmins ..	1	3	1	1	1	4	1	1	2	1	1	2	1	1	2	1	1	2
Khetris or Kshetris ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Vaidyas ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kayasthas ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nayaks ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Labarthas ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Chambhars ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other castes above the lowest ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Domes, Chandals, Hans ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Hindus ..	1	4	1	1	1	6	1	1	2	1	1	2	1	1	2	1	1	2
MUHAMMADANS—																		
Shias ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sunis ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Muhammadans ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
CHRISTIANS—																		
Protestants ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Roman Catholics ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Christians ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
BUDDHISTS—																		
Others ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
GRAND TOTAL ..	1	5	2	2	10	20	20	20	20	9	9	9	1	1	1	1	1	3

361. The next table shews the race of pupils of Higher, Middle, and Normal Schools.

Patna Division—Saran District.

Return of Race of pupils of the Higher, Middle, and Normal Schools on 31st March 1873.

	HIGHER SCHOOLS.				MIDDLE SCHOOLS.				NORMAL SCHOOLS.			
	GOVERNMENT.		AIDED.		UNAIDED.		GOVERNMENT.		AIDED.		UNAIDED.	
	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.
HINDUS.—												
Brahmins ...	10	5	15	...	...	...	22	22	...	...	...	...
Khetris or Kshetris ...	...	12	12	...	...	...	24	24	...	...	...	...
Vaidyas ...	...	...	...	...	...	...	...	...	...	...	...	...
Kayasthas ...	5	86	91	...	...	...	105	200	...	...	...	...
Narasaks ...	...	...	...	...	...	...	...	...	...	...	...	...
Kuilarthas ...	...	...	...	...	...	...	...	...	...	...	...	...
Somabans ...	...	...	...	...	...	...	14	14	...	...	...	...
Other castes above the lowest	...	29	29	...	...	...	50	50	...	...	...	...
Domes, Chandals, Haris	...	...	...	...	...	...	...	...	...	...	...	...
Total of Hindus	15	133	148	...	...	...	310	315	...	...	...	...
MUHAMMADANS.—												
Shias ...	...	9	9	...	...	...	6	6	...	...	...	...
Sunnis ...	...	35	35	...	...	...	46	46	...	...	...	...
Total of Muhammadans	...	47	47	...	...	...	52	52	...	...	...	...
CHRISTIANS.—												
Protestants ...	...	1	1	...	...	...	2	2	...	...	...	...
Roman Catholics ...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Christians	...	1	1	...	...	...	2	2	...	...	...	...
BUDDHISTS.—												
Others ...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	15	180	196	...	...	...	302	303	...	...	...	...

Reports of Inspectors of Schools.

362. From the table of creed and social position of the pupils given below, it appears that in Government higher school there were 148 Hindus to 107 Muhammadans, besides one Christian. Of these, 119 belonged to the middle class, 71 to the lower, and six to the upper, while middle schools, Vernacular and English, had 105 Hindus to 93 Muhammadans, besides two Christians, of whom 289 belonged to the middle class, 212 to the lower, and one to the upper, and one not specified. In the normal school there were eleven Hindus to six Muhammadans, of whom 15 belonged to the middle class, two to the lower, and none to the upper.

Return of Social Position and Creed of pupils.

			Hindus.	Muhammadans	Christians	Others	Total
HIGHER SCHOOLS	Government	Pupils belonging to upper classes	6	..	..	..	6
		.. .. middle ..	81	31	1	..	119
		.. .. lower ..	58	13	..	..	71
		.. whose parentage has not been ascertained ..	..	..	..	..	..
	Total		145	47	1	..	193
MIDDLE SCHOOLS	Government	Pupils belonging to upper classes	..	1	..	..	1
		.. .. middle ..	203	10	2	..	215
		.. .. lower ..	111	41	..	..	152
		.. whose parentage has not been ascertained ..	1	..	..	..	1
	Total		315	52	2	..	369
NORMAL SCHOOLS	Unaided	Pupils belonging to upper classes	..	..	..	..	..
		.. .. middle ..	48	26	..	..	74
		.. .. lower ..	45	15	..	..	60
		.. whose parentage has not been ascertained ..	..	..	..	..	..
	Total		93	41	..	..	134
NORMAL SCHOOLS	Government	Pupils belonging to upper classes	..	..	..	..	..
		.. .. middle ..	11	4	..	..	15
		.. .. lower ..	..	2	..	..	2
		.. whose parentage has not been ascertained ..	..	..	..	..	..
	Total		11	6	..	..	17

Patna Division—Tirhut District.

363. The next table shows the number of pupils in three stages of instruction.

Return showing the class of instruction in the month of March 1873.

CLASS OF SCHOOLS			UPPER STAGE	MIDDLE STAGE	PRIMARY STAGE		
			Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular Scholarships' Course. Pupils are usually four years in this stage.		
			1	2	3	4	
HIGHER SCHOOLS.	{	Government .. { Boys ..	196	11	56	89	7
		{ Girls ..	.....	.....	..	.....	.....
		Total ...	196	11	56	89	7
MIDDLE SCHOOLS.	{	Government ... { Boys ..	369	19	42	126	182
		{ Girls ..	... .	.....	.. .	.....	.....
		Total ...	369	19	42	126	182
	{	Unaided ... { Boys ...	134	.....	23	52	59
		{ Girls ...	.... .	.....	.. .	.. ...	.....
	Total ...	134	.....	23	52	59	
NORMAL SCHOOLS.	{	Government ... { Boys ...	17	17	.....	.....	.....
		{ Girls ...	.....	.....	.....	.....	.....
		Total ...	17	17	.....	.....	.....

PATNA DIVISION—TIRHUT DISTRICT.

364. According to Census, the area of this district is 6,313 square miles, and the population, 43,84,706, Hindus, 38,51,991, Muhammadans, 5,28,605.

*NOTE.—The Statistical Returns have not been received yet. Of this number, or per cent. were under instruction at the close of the official year for which we have statistics Hindus, and Muhammadans.

365. The number of schools of each class, the number of pupils in attendance, the language taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year are exhibited in the subjoined table:—

Patna Division—Tuhut District.

Primary Schools.

366. The following summary of primary instruction in the district has been drawn up by the Commissioner:—

“Mr. Halliday has furnished a concise report of what has been done by him in furtherance of the scheme and has assisted me materially with the suggestions made by Mr. Gordon, the Secretary to the District Committee, in regard to some of the subsidiary points which are discussed at the end of this report. His results have for convenience of inspection been tabulated in the annexed statement.”

NAMES OF SUB-DIVISIONS.										REMARKS.																						
Old schools aided.				New schools opened.				Total number of old and new schools.				Total number of boys attending the schools.				Total monthly cost of the schools to Government.				Number of teachers entertained.												
Maktabas.		Total.		Maktabas.		Total.		Maktabas.		Total.		Hindus.		Muhummadians.		Total.		Rs.		As.		P.		Hindus.		Muhummadians.		Total.				
Sadr	...	36	15	51	3	13	16	66	31	97	1,612	142	1,754	322	...	...	...	...	...	...	...	...	71	26	97			
Sitamarhi	...	18	12	30	51	15	66	69	27	96	1,630	226	1,856	295	8	...	...	...	...	...	...	...	70	26	96			
Hajipur	...	19	13	32	24	20	44	43	33	76	1,242	125	1,367	308	14	11	...	...	...	...	...	...	55	21	76			
Tajpur	...	2	1	3	25	7	32	37	8	35	510	120	630	79	4	...	...	...	...	...	...	...	27	8	35			
Darbhanga	...	17	13	30	25	15	43	45	28	73	925	100	1,025	173	9	3	...	...	...	...	...	...	43	30	73			
Madhubani	...	...	...	...	6	35*	41	6	35	41	304	516	820	158	15	3	...	...	...	...	...	...	11	30	41			
TOTAL										92	84	146	164	188	272	256	162	418	7,452	1,338	3	5	277	141	418							

* This number appearing to be rather too large with regard to the proportion of Hindus to Muhammadans, the Muhammadans have been taken as 1/3 of the total number from the subdivisional office.

* This number appearing to be rather large, with regard to the primary instruction in the district, has been ascertained by an examination from the sub-divisional officer.

Reports of Inspectors of Schools.

367. "This statement shows an average attendance of nearly 18 pupils to each school, and a monthly cost on account of each of Rs. 3-3 to the State. The most remarkable feature of this table is the number of maktabas, and for this I am unable to account, except by a reference to the number actually in existence before the scheme commenced to work. It will be seen that Mr. Halliday has started new ones in but slightly larger proportion than those he found already existing, though out of all proportion to the numbers of Muhammadans to Hindus. I was rather afraid in the first instance of the interests of the poorer Muhammadans being altogether overlooked, and requested special attention to their requirements, but in Tirhut this was scarcely necessary. In sanctioning the course Mr. Halliday adopted in giving the maximum grant to the myanjis I stipulated for some guarantee of improved teaching on their part, and Mr. Halliday has directed that besides reading and writing they should, in order to retain the grant teach arithmetic, simple mensuration, and zemindari accounts. It is very noticeable how large a number of the pupils in the primary schools of the district are Muhammadans, and another point which comes out with special clearness in the reports is the general opposition shown by the Brahmans, Bahbuns, and higher castes generally of Tirhut to these schools."

368. I also noticed a larger proportion of maktabas in this district. May not this be due to the greater amount of litigation in a rich district, and the consequent demand for munshis learned in the language of the Courts?

Why there are more maktabas in Tirhut.

369. "Another point worth noticing is the great difference between neighbouring sub-divisions in the success with which the scheme has been introduced. For instance Hajipur has 76 schools against 35 in Tajpur. Sitamarhi shows 96 schools and 1,856 pupils, while the neighbouring sub-division of Madhubani shows only 41 schools and 820 pupils. No doubt the Brahmans in the east of Tirhut are particularly hard to deal with, but I think the personal energy and influence of the sub-divisional officer has a good deal to do with it, and of all the officers of this division I think Mr. O'Reilly of Sitamarhi has taken the most pains and had the most promising results to show. His constant intercourse with the natives and his ready sympathy with them has gone a long way towards this result, and by continual visits and personal explanations he has, I hope, roused an interest which will give permanent efficacy to his work."

370. "In the Sadr, Sitamarhi, and Hajipur sub-divisions, Mr. Halliday reports, the maliks have erected or are erecting huts or sheds for the schools. He has not received any definite reports on this point from the officers in charge of the other sub-divisions."

371. "Apart from the schools enumerated in the table given in paragraph 26 there are in this district 22 primary schools supported entirely by the Darbhanga Raj. These schools are established in or near the Raj villages, and educate about 700 boys in Hindustani and Hindi. Since the latter part of the last official year a Deputy Inspector has been appointed by the Raj to supervise them, and the cost to the Raj of maintaining these institutions during that year was about Rs. 7,627."

372. The Magistrate and Vice-President, District Committee, Mr. Halliday, writes:—

"The district report has been compiled by Mr. Gordon, the Secretary to the District Committee, and it is so full, able, and exhaustive that no further remarks are necessary from me. My acknowledgments are due to Mr. Gordon for the valuable assistance he has rendered me in educational matters. I also beg to fully endorse Mr. Gordon's favorable remarks as to the ability and energy displayed by Deputy Inspector Abdul Rahim. He was particularly of assistance to me in setting on foot in the district the scheme for the extension of village schools."

373. Mr. Gordon in his report as Secretary, District Committee, remarks:—

"Of the 70 schools sanctioned in 1871 none were opened or aided by the Educational Department. The whole work therefore fell on the Magistrate with the sub-divisional officers, Deputy Inspector, and Sub-Deputy Inspectors of Schools as his helpers."

Mr. Gordon's report.

374. There is one slight omission here. Mr. Gordon was Officiating Inspector of schools from the date on which he received the Government letter, dated 31st July 1872, sanctioning the opening of the said 70 schools up to the 21st October, and by the Resolution of 30th September 1872, all schools had been placed under the District Authorities. As Mr. Gordon's statement stands, the Education Department would appear to have grossly neglected its duties from 1871 (the month is not given) up to 30th September 1872.

An important correction.

375. The indefatigable activity and lively interest exhibited by Mr. O'Reilly, Deputy Magistrate of Sitamarhi, and the astonishing amount of success achieved by him, are fully described in Mr. Gordon's report. It stands distinguished above anything which has been attempted or done in the whole circle. I make no apology therefore for quoting Mr. Gordon's narrative at full length:—

"Mr. O'Reilly made the establishment and aiding of primary schools the prominent object of his cold weather tour, and his diaries contain ample evidence of the good work he has done, entirely unaided by any educational officer."

Patna Division—Tirhut District.

376. He commenced operations on the 16th December by calling a meeting and reading and explaining the Commissioner's and Magistrate's instructions regarding the new scheme of elementary education.

377. "He went about from village to village, noting existing schools that were deserving of aid, selecting places suitable for new schools, appointing teachers, arranging about the use of some verandah or house for the school, or constructing a building, conversing with the zemindars and people, and explaining to them what the real intentions of Government were, and recommending them to send their children to school.

378. "The results of Mr. O'Reilly's energetic efforts were such that by the end of May he had no less than 96 primary schools open and enjoying Government aid. Of these, 69 are pathshalas and 27 maktabas. Of the pathshalas 51 are new and 18 old, and of the maktabas 15 new and 2 old.

379. "The total number of boys attending these schools is 1,856, viz., 1,630 Hindus and 226 Muhammadans. The average is more than 19 for each school among the teachers, 70 are Hindus and 26 Muhammadans. The monthly cost to Government of these schools is Rs. 295-8 or a little more than an average of Rs. 3 for each.

380. "There can be no doubt that the new scheme for the education of the masses has been eminently successful in the Sitamarhi sub-division."

381. "On the 26th June I had the honor of presiding at a large meeting held at Sitamarhi, on the occasion of the opening of the new school there. The boys of the English and Vernacular schools of Sitamarhi were assembled to receive their prizes."

382. "But what struck me most was the assemblage of boys of the lower classes belonging to the pathshalas and maktabas, situated at the distance of 5, 6, 7, and 8 miles, who had come in to be present at the meeting, and the most deserving to receive prizes."

383. "The people generally about here seem to have warmly seized on the opportunities afforded them of sending their children to school."

384. "I attribute this success principally to Mr. O'Reilly's intimate knowledge of the language and character of the people."

385. "The only way to hope for success in a work of this kind, is to go among the masses ourselves; to talk to and reason with them; to explain to them that the sincere desire of their rulers is to benefit them; to disabuse their minds of any ill-grounded suspicions they may have formed or been instilled with."

386. "This course Mr. O'Reilly has pursued. He himself said that the people now exclaimed that 'the Sarkar is now taking care of us.'"

387. "Of course Mr. O'Reilly has not been wholly unaided, most of the zemindars of his sub-division, and some of the indigo planters, have constantly supported him and intimated their approval of the scheme. School-houses are being built everywhere from their contributions."

388. "Mr. O'Reilly mentions only one instance of a Muhammadans zemindar telling him, that 'by education the ryots will become more troublesome to zemindars and to the Government eventually.'"

389. "He specially names Rajah Raghu Nandan Singh of Seorserd, Rajah Sheoraj Nandan Singh of Sheohur, Babus Guder Sahai and Kalika Sahai, Rooder Prasad, Suraj Deo Narayan Singh, and others, as giving him most valuable assistance. Mr. J. Tripe of Dinah Chapra, and Mr. Anderson of Kumbhowl Factory, have evinced a very warm interest in the progress of the scheme, and effected much by their influence."

390. "In Hajipur, Darbhanga, Tajpur, and Madhubani, the sub-divisional officers exerted themselves during their cold weather tours, but, apparently from their reports, with indifferent success, the causes of which will be hereafter noticed."

391. "In Madhubani there were 41 schools, viz, 6 pathshalas and 35 maktabas, and all these are new. The great preponderance of maktabas over pathshalas has not been explained by Mr. Barlow, and my ignorance of the sub-division precludes my venturing to tender an opinion. But I notice that Hindus appear to preponderate, and this makes the excess of maktabas more remarkable. Mr. Barlow has been asked for further information on this point, which has been recently received."

392. Mr. Barlow's explanation is as follows:—
"More maktabas than pathshalas were established, simply because more qualified persons applied for the office of the teacher in the former than in the latter."

393. "No person who has applied for a myau's post has been unable to read, at least slowly; but a large percentage of the Hindus to be applied could not read almost anything whatever; and simply could not spell out the easiest words in the ordinary printed Nagri type."

394. It would seem from this explanation that more aid was not given to pathshalas, because the gurus, as in other districts, cannot read Nagri.

395. If, however, it should turn out that native pathshalas are actually fewer in this sub-division, while maktabas are proportionally more numerous, the explanation will probably be found in a scarcity of banias and patwaris as against a large proportion of brahman pandits, or the greater influence exerted by this class, in the sub-division of Madhubani, which

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includes the celebrated Janakpur with Sawrat, where the conclave of learned pandits assemble for literary disputation and the regulation of the amount of marriage portions to be paid according to the respective castes of the contracting parties, as described in my last annual report. Wherever this influence is strong, the tendency will be towards more Sanskrit schools and fewer pathshalas which deal only with the "vulgar" tongue and "common" arithmetic. The large proportion of maktabas, which manufacture munshis learned in the Persianized urdu of our law courts, is probably a result of excessive litigation wherever there are rich estates to fight for, and astute Brahmans with nothing to do but to quarrel amongst themselves and set their neighbours by the ears.

396. Of the Sadr division which was entrusted to him, Mr. Gordon writes:—

"I have visited some of these primary schools lately, and found the attendance and progress of the boys generally satisfactory; wherever I have gone the villagers have expressed the desire to send their children to school, and in many places the people have openly evinced their gratitude and satisfaction for what Government is doing."

397. "There has been no panic among the teachers or the people, no rumours floating about that Government intended to kidnap their children."

398. "Patwaris and men of their stamp, whenever procurable, have been selected. They are required to know reading, writing, the Hindi character, simple arithmetic, bazar accounts, and mensuration after the native method."

399. "From Darbhanga Mr. Crawford writes:—The most remarkable fact I must note, that not one of the patwaris could hold out the least hopes of any of his relative or kinsmen accepting office, so much more lucrative and so much more important is the post of village accountant than that of village school-master."

400. "Mr. Barlow of Madhubani says:—With the lowest possible standard of qualification, it was found very difficult to get persons to apply for, or to accept a post as teacher."

401. "In Hajipur the Sub-deputy Inspector reports the want of good teachers; and from Tajpur Mr. Wace writes:—'Mr. Forbes issued notices to all gurus and myan of existing indigenous schools, promising aid if, on examination, he found them fit to give that education which Government wished to foster. Only 35 presented themselves for examination, and several of these were found unfit to receive the promised aid.'"

402. "I beg to be permitted to quote here a note I recorded regarding the qualifications and training of gurus and myan:—'there is an undoubted difficulty in procuring competent teachers for primary schools in the mofussil. The gurus and myan I have seen are generally deficient in one or more of the subjects they are required to teach. Only a few gurus know Nagri Hindi, all know Kaithi. In the absence of better men we have to appoint them on condition of their learning within a specified time the subjects in which they are deficient, but they will probably prefer resigning to learning them. They have a strong objection to leave their villages and families and other occupations, and come to reside in the Sadr station for three or six months. Although they will get their pay during their term of study, yet they will have to supply a substitute for the school during their absence. Again, where there is a difficulty in procuring an original, there will be a greater difficulty in procuring a substitute, and in many places there will be none available.'"

403. "The only way I think to meet these difficulties is to train a new class of men for our pathshalas and maktabas. I would open training classes at once in the normal school for the instruction of gurus and mijais."

404. "As regards the standard of teaching the general principles enumerated in Mr. Clarke's letter have been followed. The Deputy Inspector says, 'No book has been introduced for it is generally beyond the means and against the desire of the class of persons who attend these schools.'"

405. "In fact we have left the system of teaching pretty much as we found it existing in indigenous schools. The prejudices of the people have not been shocked by the introduction of any hard or rigid rules of instruction or discipline."

406. "I regret that want of space will not allow me to make more extracts from the very full and carefully drawn up report furnished by Mr. Gordon. It is by far the most complete report which has been received from any district."

407. "This district was the last primary school but one visited in my tour. It was near on the close of the official year and I was able to

Primary schools.

examine only 17 pathshalas and maktabas. I propose to take Tirhut early in my next tour, which will enable me to examine at least four times as many primary schools in different parts of the district."

408. "The pathshalas and maktabas examined by me are in no wise different from those of Patna and Shahabad already described in detail in this report."

409. "The following table shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was, 6,991 and of Muhammadans 1,786. Of the total number, 4,176 were returned as able to read and write easy sentences in their mother-tongue:—

Patna Division—Tirhut District.

Return showing the Number and Race of Teachers and Pupils in Primary Schools.

SUB-DIVISIONS OF THE DISTRICT	NUMBER OF PATHWALAS.		NUMBER AND RACE OF TEACHERS.				NUMBER AND RACE OF PUPILS				Number of girls who are reckoned in foregoing three columns	Language and subjects taught.	NUMBER OF PUPILS WHO ON THE 31st MARCH		REMARKS.
	Total number	Hindus.	Muslimans.	Others.	Total number.	Hindus.	Muslimans.	Others.	Could read and write easy sentences in their mother-tongue	Could not read and write easy sentences in their mother-tongue					
Sadr	97	68	29	..	2,015	1,635	380	989	1,026	Primary schools supported by Government, under orders of 31st July and 30th September, 1872.			
Hajipur	76	52	24	..	1,374	1,237	137	..	.....	520	854		
Tajpur	33	26	7	..	375	361	14	..	.....	109	176		
Dubangah	75	50	25	..	1,025	859	152	14	.....	390	635			
Madhubani	41	8	33	..	820	304	516	..	.....	421	399		
Sitamarhi	96	69	27	..	1,888	1,612	236	986	852	Do do, under old pathshala grant and from Reward Fund.			
Total	429	282	147	..	7,775	6,292	1,469	14	.....	3,670	4,105			
Sadr	34	10	24	..	199	95	104	98	101	Primary schools receiving no grant from Government.			
Hajipur	16	5	11	..	209	75	134	..	.....	94	115		
Tajpur	66	42	24	..	608	529	79	..	.....	317	291		
Total	116	57	59	..	1,016	619	317	509	507	Grand Total			
Grand Total	545	339	206	..	8,791	6,991	1,786	14	4,179	4,612				

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410. There are nine middle vernacular schools maintained by Government. They are situated respectively at Hajipur, Tajpur, Mansherpur, Mozuff-
 Middle class schools. erpur, Bakhra, Lalganj, Sandho, Kiratpur, and Bariarpur.
411. "All these schools, excepting Kiratpur and Bariarpur, sent up candidates to the last examination.
412. "Altogether 52 went up and 77 passed. This is very successful and satisfactory.
413. "Hajipur sent up 11 boys and 10 passed; Tajpur sent up four, all passed; Mansherpur four, two passed; Mozuff-
 Report of the Secretary, District Committee. erpur 41, all passed; Bakhra seven, all passed; Lalganj 10, eight passed; Sandho two and two passed.
414. "The aggregate attendance of these nine schools is put down by the Deputy Inspector of schools as 335, of these 278 are Hindus and 59 Muhammadans and one of another creed.
415. "The total cost to Government per mensem of these schools is Rs. 190 or Rs. 2,280 annually, which makes the average cost to Government of educating each pupil about 9-12½.
416. "Hajipur school has the largest attendance (92), and Mansherpur the smallest (30). Mozuff-
 erpur with 67 boys on the rolls stands second and Tajpur with 50, third on the list.
417. "Each pupil of the Mansherpur school costs Government Rs. 918, of Tajpur Rs. 5-12-3, of Hajipur Rs. 5-7-3, and of Mozuff-
 erpur Rs. 3-1-6 per annum.
418. "The District Committee has on the report of the Deputy Inspector recently sanctioned a transfer of some of these schools to more suitable localities. Accordingly the schools at Mansherpur, Sandho, Baryarpur and Kiratpur have been transferred to Sitamahi, Jogira Belsand, and Pusa respectively.
419. "The places selected are more central, and the schools can be more easily looked after by the sub-divisional officer.
420. On this new distribution I have only to observe that wherever the sub-divisional officer uses his influence for the purpose, as he is likely to do under the new organization, the transplanted schools will flourish in their new sites whether the inhabitants want the school or not. The Education Department however had to plant their schools in soil where they would be likely to grow; because, as they could not bid a school grow where they pleased, so they were unable to distribute their schools over the district with any approach to geographical precision, much as they desired a more even distribution.
421. "At Sectamarhi a commodious school-house has just been completed by the exertions of Mr. O'Reilly, the sub-divisional officer, at a cost of Rs. 2,000 given by Rajah Raghu Nandan Singh of Sursand.
422. "The school-house built by Mr. Hodgkinson at Tajpur tumbled down, but Mr. Forbes was about building a new one.
423. "The teaching of Hindi has been made compulsory in all the schools. Those
 'Hindi. masters who were ignorant of this language were directed to learn it, and if unwilling to do so were removed and competent Hindi teachers appointed.
424. "Almost the only aided vernacular schools in the division are schools which have
 Aided vernacular schools. been opened by the Behar Scientific Society, founded a few years ago by Sayyid Imdad Ali, then subordinate Judge of this district. Two of their schools are in this district, a large school at Mozuff-
 erpur and smaller one at Paru.
425. "43 boys appeared in the last examination and 38 passed, one in the first division, 12 in the second division, and 25 in the third division.
426. "The languages taught are Persian, Hindustani, and Hindi, and a few boys read Sanskrit. It is only during the last year that Hindi has been systematically taught.
427. "The Darbhanga Raj liberally contributes Rs. 30 per mensem to pay the pandit.
428. "Within the last five months a surveying class has been opened in the school under Sadiq Ali, the surveying master of the zilla school.
429. "The statistical returns submitted by the Deputy Inspector show that there were 119 boys on the rolls on the 31st March last, against 101 in 1872. Of these 99 were Muhammadans and 20 Hindus, compared with 42 Muhammadans and 59 Hindus at the close of 1872.
430. "This school has a great attraction for Muhammadans, partly no doubt because its originator was a Muhammadan gentleman of influence, and partly because the education imparted

Patna Division—Tirhut District.

is more Muhammadan in language and in character than that given in other schools of the same class. Of the six masters five are Muhammadans.

431. "The head master, Sayyid Waris Ali, possesses ability and acquirements of no mean order and is fitted to occupy a post of higher position and emolument than the one he now holds.

432. "The majority of Hindu students are Kayasths, who find that they can study Persian and Hindustani more freely here than they can in Government schools, without having in the first instance to obtain proficiency in Hindi.

433. "The school building, the foundation of which was laid by His Honor the Lieutenant-Governor in November 1872, is now almost completed. Completion of the new school-house. It is remarkable that the two zemindars, through whose liberality the building has been erected, are Hindus—Babu Permesri Prasád Naráyan Singh of Narhan, and Mohant Raja Ram Daso of Jaitpur.

434. "The other vernacular aided school at Paru is a small but flourishing institution. I visited it only recently and was much pleased with what I saw. Hindi is being taught very successfully. A liberal and warm supporter of this school is Babu Raghunandan Prasád, part proprietor of Paru, and translator of the Judges Court, who has just passed the Native Civil Service Examination.

435. "He is building a very good school-house entirely at his own expense. There are only 22 boys on the rolls. Nine boys went up for the last Vernacular Scholarship Examination and eight passed. The Government grant, 15 Rs. a month, the remaining expenditure is paid from Raghunandan Prasád's subscription and from fees.

436. "The vernacular aided school at Deogaon and aided girls' school at Mozufferpur were abolished during the year in consequence of the failure of local subscriptions. Deogaon sent up four boys for the last Vernacular Scholarship Examination and all passed.

Private unaided schools. 437. Among private unaided vernacular schools those most deserving of notice are the Dharm Samaj at Mozufferpur and the Darbhanga Rajschools.

438. "The Dharm Samaj, as its name so speaks, is a religious institution. It was established some two years ago by some philanthropic and liberal-minded Hindu gentlemen of this district.

439. "Its objects are to impart instruction gratis to all, especially to the poorer classes, in Sanskrit and Hindi, in Hindu logic, philosophy, poetry, religion, law, and astronomy, to translate works of other languages into Hindi, to publish old and useful Sanskrit books on different subjects, to compile Hindi dictionaries, and publish a Hindi newspaper.

440. "Lectures on natural and mental philosophy are delivered once a week by one of the pandits, when also alms are distributed to the poor.

441. "In the school there is an average daily attendance of 90 boys, of whom 40 receive stipends varying from Rs. 1-8 to Rs. 4 per mensem.

442. "There are five pandits, and the monthly expenditure is over Rs. 200.

443. "Among the Hindu gentlemen who take a warm interest in the institution, and supported it liberally, may be mentioned Babu Barhma Datt, Munsiff of Mozufferpur, Babu Raghunandan Prasád, Translator of Judge's Court, Babu Permesri Pershad Narayan Singh of Narhan, Mohant Raja Ram Das of Jaitpur, Babu Shro Prasuno Singh, zemindar, Babu Kool-dip Sahai, serishtadar of the Collector's office, and others.

444. "I visited the institution during this year, and was much pleased with all I saw. There can be no doubt that it serves a useful purpose, and is doing a good work."

445. The following are extracts from my examination notes of this school:—
• Behar • Scientific Society's aided school.

"5th Class.—15 boys; read too fast, and each boy reads away and the teacher does not question or notice mistakes.

"4th Class.—16 boys; Gulistan reading, not distinct; translation, very mechanical, literal, not idiomatic, one boy gave the right meaning.

"3rd Class.—Geometry; 16 boys; boys not attending. Engaged in solving proposition 5. The teaching too mechanical.

"2nd Class.—23 boys; Sandford and Merton, could not give me the exact meaning of *curdbri* or the difference between *istiglal* and *istahqum*, *nigah* and *nazar*.

"1st Class.—15 boys. Persian. Failed in Syntax, and in giving the sense. Did not know what *taldzima* meant."

446. "The Darbhanga Raj, under the management of Colonel Burn, has established 21 purely vernacular middle class schools on different estates of the Raj with a view to give

Reports of Inspectors of Schools.

gratuitous education to the poorer classes of the tenantry. In each school there are two teachers, one of Hindustani on Rs. 15 a month, and another of Hindi on Rs. 10. The total annual cost to the Raj of these schools is Rs. 7,205.

447. "School buildings varying in cost from Rs. 200 to 300 each have been erected at the expense of the Raj. Boys from these schools are sent in for examination; chiefly in reading, writing, and arithmetic, to the Darbhanga Sadr school.

448. "The most promising of those who pass are given scholarships and allowed to study English in the Sadr school, and others receive a prize of Rs. 4 each.

449. "The aggregate number on the rolls of these schools on 31st March 1873 was 655, of whom 498 were Hindus and 157 Muhammadans.

450. "A special Deputy Inspector was recently appointed to look after these schools. He has however submitted no annual report.

451. "The English aided schools during the year were Pusa, Tajpur, and Narhan, in Tajpur sub-division, Rossera in Darbhanga, Hardi, Bukhra, and Jaintpur, in the Sadr sub-division. The unaided ones are Darbhanga, Modhubani, Sitamarhi, and Hajipur."

452. The attendance at these schools ranged from 41 at Tajpur up to 54 at Rossera.

453. "Pusa school was closed during the year in consequence of the removal of the officers of the Stud Department who were its principal supporters. In its place a vernacular school (as stated above) has been opened. An English school was hardly needed at Pusa, while there was one close by at Tajpur.

454. "Bukhra English aided school was abolished because the zemindars forming the committee quarrelled among themselves, and allowed the subscriptions and the master's pay to fall into arrears.

455. "These English aided schools are as a rule very unsuccessful. I find that Tajpur was the only school that sent up candidates for the Minor Scholarship Examination; six boys went up and all failed.

456. "It is not difficult to understand how some of them sprung into existence. A wealthy and no doubt liberally disposed zemindar takes a fancy to have English taught in his village. He promises subscriptions to a certain amount, a grant-in-aid is given, and a school is opened; of course as long as the subscriptions are paid the school is likely to exist, and the zemindar to save his own reputation and make a name goes on paying almost the whole of the monthly subscriptions out of his own pocket. At the time of the establishment of the school no thought appears to have been paid to locality, to the class of people inhabiting the village and the neighbourhood, and to their desire or otherwise for an English education."

457. All the world over the universally accepted sign of the existence of a desire is the expression of that desire, and when the desire found expression in a formal application for an aided school, duly signed

The facts.

by some of the principal residents, the department had nothing to do but to make the grant and to see that the school which it helped to maintain was as efficient as it was possible for it to be under existing circumstances. If these grants had not been made there would have been no aided English school at all, instead of the five aided English schools we now have in the whole district, unless Mr. Gordon is of opinion that the department should have made grants to the inhabitants of other localities who have not asked for a grant, or expressed a wish for an aided English school.

458. For the gratuitous assumption that "no thought appears to have been paid to locality, &c.," I would substitute the fact that the demand for aided English schools is necessarily as small as the demand for English scholarship in the market to which the manufactured article is to be brought for sale. Except in such large central towns as Mozamerpur and Darbhanga, the number of persons who are able and willing to pay for instruction in English is too limited to enable them to support an efficient school.

459. I have examined four of the five aided schools. Bakhra school, since abolished, failed, because, as Mr. Gordon writes, the zemindars forming the Committee quarrelled among themselves. "Narhan school, which was unfavorably reported of by the Officiating Inspector, has also been abolished. The other three schools I consider fairly efficient schools, all things considered. These are Tajpur school, which Mr. Gordon thinks "may be retained." There remain Pusa, the best of the aided schools, and Hardi, which Mr. Gordon says he did not visit, and which I consider a fair school for Tirhut, having visited it twice in my tours.

460. The fate of the best aided English school in Tirhut sufficiently explains the cause of failure of aided English schools in Behar, except in such large English stations as Jamalpur and Dinapur, where the pupils are chiefly Bengalis and the schools are under the management of Bengali gentlemen. Pusa aided school was supported chiefly by the European officers in the stud, and when the stud was broken up the best aided English school in Tirhut ceased to exist. The explanation is that the demand for English scholarship in and about the

Patna Division—Tirhut District.

district is too limited, and the number of natives who want English and can pay for it are too few, and the prospects of a fair return for outlay too small for the support of efficient English schools in the interior.

461. The only remedy repeatedly urged by me in former reports lies in a further relaxation of the grant-in-aid rules for Behar if the Government desires the spread of efficient aided English schools in this province.

462. The Deputy Inspector recommends that "the Narhan school may be allowed a further trial on account of the interest evinced in education by the Narhan Babu." But the Secretary, District Committee, does not concur in the recommendation because Mr. Gordon considers "a good vernacular school to be preferable to a bad English one." Mr. Gordon would therefore have instead a good vernacular school at Narhan.

463. It is impossible not to concur in the truth of a proposition which is as self-evident as the axiom that good is better than bad; but unfortunately, like many another admirable scheme, it has one fatal defect, it is not practicable. The people don't want a vernacular school and they do want an English school. Their pathshala they already have.

Unaided middle English schools. 464. "There were during the year four unaided Anglo-Vernacular schools, viz., at Hajipur, Sitamarhi, Madhubani, and Darbhanga.

Darbhanga. 465. "Boys receive instruction gratis. The number of boys on the rolls on the 31st March last was 182, of whom 25 were Muhammadans.

"Five boys went up for the last examination but all failed in English."

466. The Officiating Inspector, Mr. Gordon, who examined this school, reports as follows:—

"I visited the school and examined the boys of the several classes yesterday and to-day. The school-house is all that can be desired, spacious, cool, and airy; it is a building which will remain as a monument of what the Darbhanga Raj has done to promote education under the energetic management of Colonel Burn. I found the 1st class reading the English course recently proscribed for the next Scholarship Examination. I put the boys on a piece they had not seen and was much pleased with their pronunciation, intonation, explanation of the meanings of words, and knowledge of the grammatical construction in parsing of sentences. They have evidently been well and carefully taught by the head-master. I was glad also to find that these boys could render the English into Vernacular (Hindustani) fairly and with tolerable correctness of idiom. The head-master very properly gives the boys daily exercises in translation. Nothing will tend more than these translations to improve the boys, not only in their own vernacular but also in English. The boys answered quickly and readily questions I put them in arithmetic and algebra. In geography, as is generally the case, they failed when questioned about their own country, while they were ready with answers as to places and rivers in Europe. In other classes the boys answered fairly in English. In the last class, however, the boys learn too much, I think, by rote. The teacher should not rely so much on his book, but explain to the boys the names and meanings of things and objects which they daily meet with, in a word be more practical than he is. The last class is a large and important one and needs careful attention, as in it the boys get their ground work. The 2nd class boys were not well advanced in Hindustani, their renderings were mostly inaccurate and unidiomatic. Hindi appears tolerably well taught, though I am not certain that better books might not be used. The introduction of the *Premasagar* will I think be an improvement.

467. "The Maulvi has grounded the boys very well in Persian. I gave them a passage they had not seen, from the *Gulistan*, which most of them explained pretty correctly. The Maulvi might daily dictate and explain to them easy passages from the *Gulistan* and *Bostan*. This way of teaching is I consider better than learning books by heart. Altogether I am much pleased with this school. The attendance was large, showing the efforts of the school promoters are appreciated by the people. The boys were orderly, quiet, and neat in their attire, and no doubt all the masters good example goes a great way towards the discipline of the school. I trust the teachers will, one and all, do their best to maintain to the school the good character it now bears.

Sitamarhi. 468. "The Sitamarhi English school was opened in October 1870 by the sub-divisional officer Mr. O'Reilly. 69 boys attend the school.

469. "Through the exertions of Mr. O'Reilly an excellent school-house has been built from a donation given by the Rajah of Sarsund.

Madhubani. 470. "A very meagre account of the Madhubani English school is given by the sub-divisional officer, who I regret to observe does not take a lively interest in education."

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471. "This school is maintained principally by the Darbhanga Raj, which contributes Rs. 90 per mensem.

472. "The attendance on the 31st March last was only 31. Mr. Barlow writes that 'the number sometimes rises, to 100 pupils, but the attendance is unsatisfactory, being irregular to a very great extent.'

473. "Mr. Barlow further imputes the failure of education in his sub-division to 'the large number of Brahmans and the deficiency of Kayasthas and other castes who take to reading and writing, and there is a paucity of resident zemindars.' In these respects he says 'the sub-division is peculiarly unfortunate.'

474. "An English school at Hajipur was opened in June 1872 by the sub-divisional officer, Mr. Armstrong. It is supported by voluntary subscriptions amounting to Rs. 40 per mensem, which is only sufficient to defray the salary for one English master.

475. "On the 31st March last there were 50 boys on the rolls. I visited this school a short time after it had been opened and was pleased at the progress made.

476. "Mr. Armstrong applied once to the Educational Department for a grant-in-aid for this school, but his application was refused. He declined to apply again saying that 'cold water was the' wn on his first attempt.'

477. It is a very great pity that the facts of a case cannot be stated with some degree of accuracy. Mr. Armstrong's application, received with the Magistrate of Tirhut's letter, dated 20th May 1873, was returned for revision according to the grant-in-aid rules, under the Inspector's No. 793, dated 23rd May 1873; but the application was not re-submitted and no further communication was ever made to this office. When loyalty to the Government in carrying out the orders prescribed for its guidance is imputed as a fault, what chance of impartial justice has the department when its action is criticised in regard to other matters requiring special knowledge and experience in the critics who pronounce judgment.

478. The Secretary, District Committee considers that (1) "the subject and text-books of the Minor Scholarship Examination Course should be published in the *Calcutta Gazette* in the month of November of every year, and (2) that the examination questions for the Minor and Vernacular Scholarship Examinations should be printed just as the University Entrance Examination questions are printed."

479. In reference to the first proposition I have to state that the subjects and text-books are communicated to middle schools as soon as intimation of the course for the year reaches this office.

480. In regard to the second proposition, I have to point out that the questions for the University Entrance Examination are now printed in England because the Registrar, after repeated trials, found that it was impossible to prevent the questions getting abroad while they were printed in Calcutta. He might break up the type, and search every man as he went out; but he could not prevent pressmen carrying away impressions of the type on their own persons. The only time we tried the experiment of printing the questions the papers got abroad and much delay was caused in having the examination over again. Under the existing system the questions have never leaked out.

481. Mr. Gordon states in the 156th paragraph of his report, as Secretary, District Committee, that compilers of vernacular books "have hitherto been discouraged by the present monopolizing spirit of the Education Department," and further on in paragraph 236 to 240, Mr. Gordon expresses "the regret of the members of the Behar Scientific Society at the lukewarmness, if not tacit opposition, shown to the Society by the Education Department. The Society cannot help thinking that the compilation and translation of school-books is restricted to a few, specially selected educational officers, and that these selected few not only sit as Judges on their own productions, but have the peculiar propensity of rejecting the productions of others when laid before them for opinion. A monopolizing spirit of this kind must be eminently detrimental to the free development of the literary capabilities of the people, nay the development of any literature at all. The province of Behar is particularly backward in literary achievements, especially in Hindi, the spoken language of the majority of the people. The great encouragement recently given to Hindi by the Government of Bengal will no doubt be productive of good results. The people cannot be so universally immersed in the darkness of ignorance, that there are not men who, if they knew their efforts, would be encouraged and rewarded, would not enter the arena of literary competition, while if they know that their exertions are doomed to failure will become disheartened and be deterred from writing anything at all. The Society has therefore hailed with much pleasure the orders of the

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Lieutenant-Governor to establish a Divisional Committee, and hopes are now entertained that all books by whomsoever they be compiled or composed will be fairly and impartially judged."

482. Again, in a letter addressed by Mr. Gordon, as Secretary to the Behar Scientific Society, to the Assistant Secretary to the Government of Bengal, dated 8th March 1873, forwarded to me with the Government reply for my "information and guidance," it is stated that "of the works already translated by the Society" not a single copy has been disposed of, and not a single copy has been made use of by the Education Department in the province of Behar." * * * Although lists of these books have been submitted to the educational authorities, they have apparently not met with their approval" * * * "The members, therefore, cannot but think that no advantage or benefit can be derived from their past and future exertions, unless they can rely on the Educational Department viewing their translations with a favorable eye, and allowing them, as far as practicable, to be used as text-books in the vernacular and normal schools in Behar."

483. Here again the loyalty of the department in faithfully carrying out the express orders of the Government is made the occasion for the unworthy imputations above quoted.

The facts.

484. It is certainly true that the compilation of school-books is in the hands of "a few selected educational officers," and this for the simple reason that no other persons nearly so competent for the task are available. But it is not true that "these selected few act as judges on their own productions," or have the power "of rejecting the productions of others." This function I have always discharged myself with such assistance from native scholars as even the best European scholars have need to employ, and I have devoted many days, and nights also, to this portion of my duties.

485. Mr. Gordon has not supported his vague charges by any list of compilations rejected by the Education Department, or we might form some estimate of the amount of "literary capabilities" which have been repressed by the "monopolizing spirit" and "tacit opposition" of the Education Department.

486. The Behar Scientific Society has translated simply nothing, at least not to my knowledge, and the literary "achievements" of other than the "few selected educational officers" have been almost *nil*. I need notice in this place only two compilations which were recommended to the favorable notice of the Government by Mr. Gordon himself in his capacity as Officiating Inspector of Schools, these are the Behar Society's newspaper, and a so-called Hindi primer, recommended by the Officiating Inspector.

487. In regard to the newspaper, the Government did not concur with Mr. Gordon, who pronounced it a better paper than the *Chasma Ilm*, for which the Government already subscribed. On my return from privilege leave, however, my opinion was asked whether I would recommend the Society's paper for a Government subscription in addition to *Chasma Ilm*. My reply was, that greatly as I sympathized with the aims and work of the Society, which was founded at my suggestion, I could not recommend a paper which was not written in the simple Hindustani which the Government required.

488. The Hindi primer, recommended by the Officiating Inspector, was similarly referred to me with instructions to award the compiler Rs. 100 if I should see fit. This production also I was compelled to reject for a similar reason, and, in support of my opinion, I cited a list of six Arabic and Persian and 21 Sanskrit words, and forms which had been introduced in the place of well-known popular Hindi expressions. I further considered the book defective in matter and arrangement, and the language occasionally unidiomatic.

489. Of the list of books not translated but purchased from the author by the Behar Scientific Society, in conjunction with the Alligarh Society,* and appended to Mr. Gordon's letter referred to, I beg to observe that nine out of 24 books are treatises on plane and spherical trigonometry, the differential and integral calculus, and the theory of equations, subjects not included in the course of our vernacular, middle, and training schools; and that all the 18 books translated by Maulvi Zaka Ullah, of Delhi normal school, are written in the Urdu and technical phrases coined from Arabic, which are in favor, in the North-West Provinces and the Panjab, but which the Lieutenant-Governor has expressly interdicted.

490. The compilations of Munshi Abdul Rahim, Deputy Inspector of Schools, Tirhut, are written in simpler language; but they do not come up to the standard of simplicity required by the Government.

491. Munshi Sadiq Ali's book on surveying I have not seen.

492. The purchase of a large number of Maulvi Zaka Ullah's books by the Behar Scientific Society was in this wise. The syndicate of the Calcutta University refused to hold examinations for entrance and arts in the vernacular, on the assumption that there were no text-books in Hindustani and that the language was too poor for the interpretation

* "NOTE.—In furtherance of the objects of the Scientific Societies of Allgarh and Mousserpu." Title page.

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of Western science and philosophy. The syndicate apparently ignored the ancient learning of the Hindus, and had never heard probably of the translations of the Delhi Translation Society under Mr. Broutros and Dr. Sprenger, late principals.

Delhi College. The Society thereupon procured Maulvi Zaka Ullah's translations for the satisfaction of the syndicate, in the natural expectation that, with the production of the scientific works which, according to the declaration of that body, did not exist and could not be produced, the syndicate's objection would be removed and their prayer granted. But the syndicate never paid any attention to the proofs of capacity which the Society offered for their examination, and so the books remain on its shelves a dead loss to the Society for want of the purchasers which Entrance and Arts' Examinations in the Vernacular would have created.

493. Compilers of school-books for Behar have no excuse for not writing in the simple vernacular required of them, because they have a good model in Rai Sohan Lal's Hindustani and Hindi compositions, of which the Government has expressed approval. But the fact is that natives, who are set to learn the literary language of books, as the custom is, at a very early age, and before they have learnt the spoken tongue, are not capable of writing the so-called vulgar tongue which they are taught to despise.

Books compiled by the Education Department 494. Among useful school-books, prepared or published during the year, may be noted—

(1.)—Hindustani and Hindi treatise on Practical geometry and drawing, adapted from English books by Pandit Syam Narayan, pupil teacher, Patna normal school, ready for the press.

(2.)—Hindustani and Hindi treatise on Surveying by the same author.

(3.)—Pandit Radha Lal's Hindi Dictionary just issued from the Benares Press.

(4.)—Pandit Radha Lal's improved Hindi primer, in the press.

(5.)—Rai Sohan Lal's Hindustani Reader No. 1 in the press.

(6.)—Rai Sohan Lal's Hindustani Reader No. 2 ready for the press.

495. The progress of the Hindustani and Hindi readers, on which Rai Sohan Lal is engaged with the approval of Government, has been greatly impeded by a good deal of heavy work which has been thrown on him under the recent educational changes and especially since his appointment as Secretary District Committee.

496. Of other compilations by the same author, not yet printed for want of due encouragement, I have several times reported without effect in former letters and reports.

497. "There were eighteen pupil teachers and nine candidates for admission at the close of the year. Of these sixteen were Hindus (all Beharis), *viz.* eleven Brahmans, four Kyashas, and one of a caste above the lowest, and eleven Muhammadans, all of the Suni persuasion."

Mozafferpur Training School

498. "Looking at the social position, I find that of the 27, 24 belong to the middle and three to the lower classes or masses. The parents and guardians of four Muhammadans are in Government service, one on a salary of between Rs. 50 and 200 a month, three on salaries of between Rs. 20 and 50 per mensem. The parents of 19 (five Muhammadans and 14 Hindus) are landholders, 14 being holders of Devatter and similar tenures, and five the proprietors of estates yielding an income of not less than Rs. 50 but less than Rs. 1,000 per mensem. One Muhammadan is the son of a Mukhtyar, the remaining three are sons of petty cultivators.

499. "The pandit is a very promising young man and a very good Hindi scholar."

500. "Thirteen pupil-teachers have obtained appointments as masters in different schools during the last year."

501. "The school may be said to be a fairly successful one, and to be popular among the people. The Commissioner and other visitors recorded their satisfaction at the method of teaching and the proficiency of the pupils. Compared with other normal schools of the same class it manages to hold its own. For Hindi, I consider it superior to the Patna and Bhagalpur normal schools, both of which I have visited and inspected."

502. According to my examination notes I find that Nagri-Hindi had not been fairly introduced throughout the school when I examined it in February 1873. My notes are as follows:—

Examination notes.

Attached model school. "3rd and 4th classes. Don't know Nagri-Hindi:—

2nd class.—Only four boys know Nagri-Hindi.

1st class.—20 boys. Half the class don't know Nagri-Hindi."

503. The scale of establishment did not admit of any adequate provision for the efficient teaching of Hindi in Patna normal school; but since the abolition of Sanskrit and Arabic, a second Hindi teacher has been engaged, and the true colloquial Hindi of the people is now taught in Patna normal school, more strictly and successfully than it is taught in any other school.

*Patna Division—Tirhut District.***Higher school.**

504. This school was established on the 18th February 1845, and has thus been in existence for more than 28 years."

505. The number of pupils rose from 177 to 193, and fees realized from Rs. 2,385-3 to Rs. 2,824-15.

506. The head master in his report considers the increase in attendance and in fees to be a good test of the popularity of the school. Some of the members of the Committee have recorded that the numerical strength of the school is no test of the high estimation in which it is held by the native community, considering that there is no other institution of a like character in this place. The residents of the place, who want to educate their boys in English, have no other option than to send them to this school."

507. "While concurring generally in these remarks, I consider it but fair to the masters to say that if the numerical strength of the school be not a positive test of popularity it is certainly a proof that the school is not unpopular, and that the masters are not unqualified for the posts they fill."

508. Hindi is now taught in this school. The salary of the pandit appointed for this purpose was provided by the abolition of the office of Persian "Khush navis" maintained out of the Jogyara Fund. Muhammad Tagi Khan, however, is naturally displeased at this alienation of the endowment made by him for the express purpose of promoting the study of Persian, Arabic, and Urdu, and, as the Secretary writes, the Committee will have to reconsider this measure.

509. The Commissioner, Mr. Bayley, writes :—

"Nagri has been introduced with satisfactory earnestness and while the great majority of the pupils in the class who were then at their lessons were only learning their alphabet, others could write fluently and correctly from dictation."

510. On the introduction of Hindi in the school, Mr. Gordon has the following remarks :—

"Hindi is not very popular because it has not yet become entirely the court language of the district. It is true that all summons, notices, proclamations, &c., are now issued from our Courts in Hindi in the Deva-Nagri character, but the bulk of proceedings is still carried on in Persianized Hindustani."

Surveying.

511. A surveying master, Sayyid Sadiq Ali, was appointed on Rs. 60 per month to teach surveying.

512. "Classes were opened in October 1872. There are at present 22 pupils of the school attending them and 21 outsiders, most of these are cutchery men, whose object is to pass the Subordinate Civil Service Examination.

513. "They have all made very fair progress in mensuration, practical surveying, and in plotting. The master seems to be a successful instructor.

513. "They have all made very fair progress in mensuration, practical surveying, and in plotting. The master seems to be a successful instructor, as ten of his pupils passed in the recent Native Civil Service Examination. He himself passed in the 1st grade.

514. "His only defect is a meagre knowledge of English, a defect which is felt by the English students.

515. "Of the ten boys sent up to the Entrance Examination, only two passed."

516. The annual examination was conducted by the Secretary, Mr. Gordon, "and two of the members."

517. Mr. Gordon writes :—

"I was generally satisfied with the results. There is still a deficiency, although a marked improvement, in the knowledge of the vernaculars. The masters should constantly exercise their pupils in translations from English into vernacular and *vice versa*. The masters are unfortunately generally ignorant of Hindi, and the Pandit does not know English.

518. "It would perhaps be rather hard to turn out masters of long standing, simply because they are unacquainted with the vernacular of Behar. Bengalis, especially when no longer young, find it difficult to learn this language. In future no masters should be appointed who have not a fair acquaintance with Hindi." This is what I have repeatedly urged.

519. "During the year seven meetings of the Local Committee were held, and up to date the District Committee has met twice.

520. "Most of the native members attended, and evinced a warm interest in the progress of the school and in education generally.

521. "The masters have all discharged their duties satisfactorily. Both the Commissioner and Magistrate, on the occasion of their visits, were pleased with the proficiency of the boys and spoke highly of the head master."

522. The higher school was closed during my three days' stay at Mozafferpur.

Patna Division—Tirhut District.

Return of Race of pupils of Higher, Middle, and Normal Schools.

	HIGHER SCHOOLS						MIDDLE SCHOOLS						NORMAL SCHOOLS					
	GOVERNMENT.			AIDED			GOVERNMENT			AIDED			GOVERNMENT			AIDED		
	Bouddhis	Behariss	Burmaniss	Total	Behariss	Burmaniss	Bouddhis	Behariss	Burmaniss	Total	Behariss	Burmaniss	Bouddhis	Behariss	Burmaniss	Total	Behariss	Burmaniss
HINDUS—																		
Brahmans	29	7	35	83	1	63	83	1	63	64	1	103	2	3	11	11		
Khetris or Khetris	14	14	28	20	17	17	20	17	17	17	17	17	1	1	1	1		
Vaidys				6														
Kyatis	17	83	100	124	12	136	124	12	136	81	6	245	2	11	4	4		
Nayaks										18		11						
Kaibartas										7		6						
Ronabans	3	3	3	27		22	27		22	51		10	6		1	1		
Other castes above the lowest																		
Domes, Chandau, Hais &c,																		
Total of Hindus	46	113	159	293	12	293	293	11	243	254	16	745	7	16	16	16		
MUHAMMADANS—																		
Shias	4	4	4	6			6			6								
Sunns	26	26	26	83			83			99	1	100	11	11	11	11		
Total of Muhammadans	30	30	30	105			105			133	1	234	11	11	11	11		
CHRISTIANS—																		
Protestants	3	3	3	1			1											
Roman Catholics																		
Total of Christians	3	3	3	1			1											
BROTHERS																		
Others	2	2	2															
GRAND TOTAL	48	143	193	388	13	388	388	11	373	394	17	975	9	27	27	27		

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Return of Social Position and Creed of pupils.

					Hindus.	Mahomedans.	Christians.	Others.	Total.
HIGHER SCHOOLS.	{ Government	Pupils belonging to Upper classes ...			5	...	...	...	5
		" " Middle " ...			151	30	2	...	183
		" " Lower " ...			4	...	1	.	5
		" whose parentage has not been ascertained			...	...	...	...	.....
		Total ...			160	30	3	...	193
MIDDLE SCHOOLS.	{ Government	Pupils belonging to Upper classes ...			10	16	...	.	26
		" " Middle " ...			214	31	...	20	265
		" " Lower " ...			54	25	1	20	100
		" whose parentage has not been ascertained			3	...	...	6	9
		Total ...			281	72	1	46	400
	{ Aided ...	Pupils belonging to Upper classes ...			2	1	...	...	3
		" " Middle " ...			139	20	...	...	159
		" " Lower " ...			178	42	..	...	220
		" whose parentage has not been ascertained			...	...	2	...	2
		Total ...			319	63	2		384
	{ Unaided ...	Pupils belonging to Upper classes ...			16	..	...	...	16
		" " Middle " ...			327	52	..	28	407
		" " Lower " ...			418	117	.	...	565
		" whose parentage has not been ascertained			...	7	...	...	7
		Total ...			761	206	...	28	995
NORMAL SCHOOLS.	{ Government	Pupils belonging to Upper classes ...			...	..	...	...	.. ...
		" " Middle " ...			14	10	...	...	24
		" " Lower " ...			2	1	...	...	3
		" whose parentage has not been ascertained			...	...	...	...	.....
		Total ...			16	11	.	...	27

Patna Division—Champaran District.

Statement showing the class of instruction in the month of March 1873.

CLASS OF SCHOOLS			Number of pupils in the school on 31st March 1873	UPPER STAGE Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	MIDDLE STAGE Comprising all pupils who are not admitted in the other classes. Well prepared pupils are usually 1 or 2 years in this stage.	PRIMARY STAGE. Comprising pupils who have not attained the standard of the 3rd class of a school reading the Vernacular Scholarships Course. Pupils are usually four years in this stage.	
				1	2	3	4
HIGHER SCHOOLS.	Government	Boys ...	193	35	56	102	.....
		Girls ...	.. ..	.	.. ..	.	.. ..
		Total	193	35	56	102	.. ..
MIDDLE SCHOOLS.	Government	Boys ...	400	3	98	163	136
		Girls ...	.. .	.....	.. ..	.. .	.....
		Total...	400	3	98	163	136
	Aided	Boys ...	384	48	128	133	75
		Girls ...	.....	.....	.....	.....	.....
		Total...	384	48	128	133	75
	Unaided	Boys ...	454	16	114	220	104
		Girls ...	20	.....	8	10	2
		Total...	474	16	122	230	106
NORMAL SCHOOLS.	Government	Boys ...	27	.....	27	.. ..	.....
		Girls ...	.. .	.....	.....	.....	..
		Total .	27	.. ..	27	....	.. ..

PATNA DIVISION—CHAMPARAN DISTRICT.

523. According to the census, this district covers 3,531 square miles, and has a population of 14,40,815 souls, Hindus 12,40,264, Muhammadans 1,99,237. Of this number 1,222 or above $\frac{1}{4}$ per cent. were at school on 31st March 1873, according to the returns 992 Hindus and 96 Muhammadans.

524. The number of schools of each class, the number of pupils in attendance, the languages taught, the cost of educating each pupil, the proportion contributed respectively by the Government and the people, and the total outlay during the year, are exhibited in the following table:—

Patna Division—Champaran District.

Primary Schools. Report of the
Vice-President, District Committee.

525. Mr. Kean reports:—"Considerable delay took place in the introduction of the scheme from two causes,—

(1). The non-arrival of any officer to whom the work of visiting the villages and establishing pathshalas could be entrusted till quite the end of January last.

(2). The appointment of only one Sub-Inspector for the whole district, and

(3). The extreme backwardness of this district in the matter of education and the apathy, not to say dislike, which the people at large, zemindars included, evince to any attempt to induce them to take interest therein.

526. "The educational officer was not appointed (permanently) till the 8th January, and he did not commence operations till the 25th idem.

527. "From the census return there are 1,150 villages in the Sadr sub-division, and 1,149 in the Bettiah. It is evident that one man cannot possibly visit these at least in any reasonable time. A second sub-inspector is therefore much required for the Bettiah sub-division, for it must be remembered that his duties do not consist in merely establishing schools but he has also to be continually on the move, inspecting such as have already been opened, to see that the gurus really carry out their duties. One officer cannot possibly perform these duties single-handed. This was reported to the Commissioner in this office letter No. 384 of the 29th March last, and another sub-inspector has lately been sanctioned. At the same time this appointment will not bring up the establishment to the proper standard to which the district is entitled. The area to be travelled over is as large as Shahabad, and the villages to be visited almost as numerous, the services of a Deputy-Inspector will therefore be required as the scheme develops.

528. "The total number of schools sanctioned for this district was 150. Of this number 90 were proposed to be opened in the Sadr sub-division and 60 in the sub-division of Bettiah.

The actual number opened was, up to 31st March in the Sadr

sub-division	...	...	...	...	...	63
Since the 31st March	...	...	...	...	...	25
Ditto in the Bettiah sub-division	...	...	...	...	...	7
Ditto Ditto	...	...	...	...	...	8

529. "The results in the Bettiah sub-division are the least favorable, but this is occasioned by the Sub-Inspector's having devoted most of his time to the Sadr division (where the prospects of finding suitable material to work with are better).

530. "It is only lately that he has worked in the Bettiah sub-division. Since March 17 schools have been opened in Bettiah sub-division, but in nine the gurus were found absent on a late inspection. In this sub-division only five original pathshalas were discovered, and the Assistant Magistrate reports that he has had the greatest difficulty in inducing the people to send their children to the new schools and in obtaining qualified gurus, the ignorance and apathy being extreme in that portion, especially, of the district. Anything like systematic education of course is quite unknown in these parts, and the new system has not only not been viewed with favor by the people, but has been passively resisted as much as possible. The patwari class oppose it, especially because they fear that an extended system of education will afford too great facilities to aspirants for their particular trade, that it will create too many patwaris. The zemindar class has also failed to give that assistance which in other and more enlightened districts has probably been willingly afforded. This arises very much from the fact that there are very few resident members of this class who are themselves sufficiently intelligent to comprehend the utility of an extended system of education among the masses, and to take an active interest in its promotion.

531. "Notwithstanding these drawbacks and difficulties, however, I have little doubt that as the advantages of the measure and the real intentions and wishes of the Government become more accurately known and appreciated the scheme will eventually succeed.

532. "Some difficulty has also been experienced in securing the services of competent gurus, the number of original pathshalas being so very small and being of course proportionately more difficult to induce outsiders to enter upon the duties. The Sub-Inspector, Babu Janaki Prasad, has however done his best to overcome this, and as every endeavour is made to secure the punctual payment of the gurus' allowances, it is hoped that by degrees this obstacle also will be removed.

533. "This being a purely agricultural district some difficulty will be experienced in keeping the pathshalas open during the harvesting and sowing seasons, and probably some special arrangements will be necessary. This will however form the subject of a separate report."

534. The Commissioner remarks "there are no Government or wards' estate in this district."

535. In Motihari itself I found only one primary school, a pathsala, which I examined.

536. The following table given shows in one view the number and race of pupils and teachers of primary schools, aided and unaided, the proportion of Hindus and Muhammadans at school, the course of instruction, and the number able to read and write easy sentences in their mother-tongue. The number of Hindu pupils was 938 and of Muhammadans 87. Of the total number, none were returned as able to read and write easy sentences in their mother tongue.

Reports of Inspectors of Schools.

Patna Division—Champan District. Return shewing the number and Race of teachers and pupils in Primary Schools.													
SUB-DIVISION OF THE DISTRICT.		Number of pathshalas	NUMBER AND RACE OF TEACHERS.				NUMBER OF PUPILS WHO ON THE ROLLS ON 31st MARCH 1873.				Language and subjects taught.	NUMBER OF PUPILS WHO ON THE 31st MARCH.	
			Total Number.	Hindus.	Mahomedans.	Others.	Total Number.	Hindus.	Mahomedans.	Others.		Could read and write easy sentences in their mother-tongue.	Could not read and write easy sentences in their mother tongue.
Sadr	...	...	63	56	7	...	943	856	87	...	Hindi, Persian	.....	944
Bettiah	...	...	7	7	...	...	82	82	...	...	and Hindustani.	.....	82
Total	...	70	70	63	7	...	1,025	938	87	..	.....	.....	1,025

Returns showing the number and race of pupils of four ungraded pathshalas and maktabas have not been furnished yet.

Patna Division—Champaran District.

537. Of middle schools there is only one at Sangrampur, in the whole district, because the inhabitants do not care for the course of instruction pursued in this class of schools. Bettiah middle school had to be given up after a trial of six years. With the extension of primary schools, recently stated a desire for higher instruction may be expected to spring up.

538. The Secretary to the District Committee, Babu Uma Charan Ghosh, has submitted a full and interesting report of this school.

539. "The number of pupils on the rolls on the 31st of March 1873 was 63, against 36 on the corresponding date of the year before, thus showing an increase of 27. The number on the rolls has never been so high in any previous year, as will be seen from the annexed Statement.

540. Statement shewing the number of pupils on the rolls on the 31st of March in each year, from its establishment to the one under review.

Year.	Number on the rolls on the 31st of March.
1865-66 ...	26
1866-67 ...	30
1867-68 ...	32
1868-69 ...	37
1869-70 ..	39
1870-71 ...	39
1871-72 ..	36
1872-73 ...	63

541. "Of the total number of pupils, 51 are Hindus and nine Muhammadans. Of these, only 14 belong to Champaran; the remainder come from other districts, as will be seen from the annexed tabular statement. The pupils belonging to this district therefore are only 22·2 per cent. of the total number of pupils.

Reports of Inspectors of Schools.

Statement shewing the Caste and Race of Pupils on the Rolls on the 31st March 1873, and the Districts to which they belong.

Class.	HINDU.												MUSALMAN.						BOYS OF THE ZILLAS IN PATNA DIVISION.					
	No. of pupils on the roll.																							
	Brahman.	Kayasth.	Rajput.	Bhuhars.	Jat. Hall-caste.	Bunia.	Curmi.	Barhar.	Nunich.	Bengali.	Total of Hindu boys.	Mogul.	Sayyid.	Sheikh.	Mirza or half-caste.	Total of Musalman boys.	Champan.	Saran.	Thut.	Arrah.	Gya.	Patna.	Bengali.	Punjab or half-caste.
First class ...	5	4	1	...	...	...	...	...	...	...	5	...	...	...	...	...	1	4	...	...	...	...	...	...
Second do. ...	5	3	...	...	...	...	...	...	2	...	5	...	...	...	...	...	...	2	1	...	...	...	2	...
Third do. ...	8	3	1	...	...	...	...	1	3	...	8	...	...	...	...	...	3	1	...	...	...	1	3	...
Fourth do. ...	9	6	...	...	...	...	...	...	1	...	8	...	...	1	...	1	...	6	...	1	...	1	1	...
Fifth do. ...	36	14	3	3	1	4	1	...	1	1	28	1	2	4	1	8	10	16	6	...	1	1	1	1
Total ...	63	1	30	5	3	1	4	1	1	1	54	1	2	5	1	9	14	29	7	1	1	3	7	1

Patna Division—Champaran District.

512. "At the close of the preceding year the number of Muhammadans attending the school was two, and the number of pupils belonging to the Champaran district was seven, thus shewing an increase in each case. A large proportion of the boys, *viz.* 29, belong to the district of Saran, being the sons of the officials employed in the Government offices, and who mostly come from that district. The Bengalis only number seven; the remainder are all Beharis excepting one, who calls himself a Panjabi."

543. "Of all the castes who read in the school, the Kayasths are as usual, the strongest in number, there being 30 of them. Next to them are the Muhammadans, of whom there are nine. Of Rajputs there are five, and of Banias four. The Brahmans, the Carpenters, Nuniahs, Jats, Kurmis, have each one representative. No Bhunhars ever joined the school before, but this year three have entered."

544. "The following is the classification of the pupils according to castes. Taking the Brahman, Kayasths, Rajputs, and Bhunhars, to be the higher castes among the Hindus in this part of India, and the Banias of different sorts the middle, the Koois, Kumhars, Kahars, Kumkars, Dhanuks, Kandus, Gonds, Carpenters, Nuniahs, the third, and Kalwars, Telis, Suris, Doshads, Dahgars, Chamars, Domes, &c., as the lowest caste, there are 39 of the first order, exclusive of the seven Bengalis, of whom six are Kayasths and one Satgop, *i.e.* of an agricultural class, four of the second, four of the third, and none of the fourth or last order. Of the Muhammadans there are five Sheikhs, two Sayyids, one Mogal, and one Mirza."

545. "Of the regular zemindar class, pure and simple, who follow no trade or profession, but subsist entirely on the proceeds of their landed property, there are only 3 representatives. The remainder are all sons of either of officials or traders. The agricultural or laborer class is not represented."

546. "In the report of 1870-71 a reduction of monthly tuition fee was urged from one to four annas in the last class, but the Director of Public Instruction authorized a reduction of eight annas only, and the results of the measure have become apparent this year in the increase of pupils in that class, which now contains 36 pupils, the number in the whole school at the end of 1871-72."

547. "There has never been a single free student or scholarship-holder in this school since its establishment."

548. "Both Hindus and Muhammadans are very prone to be influenced by a superstitious feeling with regard to the education of their sons. If a lad is attacked with any complaint within a short time of having entered the Government school, his entrance therein is immediately looked upon as inauspicious. Instances of this kind are not unfrequent. The Muhammadans and Kayasths have another excuse which we have to encounter. They can never be persuaded to send their sons to the school at an early age, as they say their boys must first master the Persian language, and in learning the Persian language they generally reach the age of 15 or 20, when they begin the English alphabet. It is of course inexpedient that they should have no knowledge of a vernacular before they enter an English school, but at the same time it is not necessary that they should master the Persian language before they begin to learn English, for it is a known fact that such boys as learn Sanskrit or Persian up to a very advanced age find great difficulty in pronouncing English words correctly, and hence it becomes a very painful task to the teacher, not only in teaching, but what is still more important, in controlling them, in making them submit to discipline, in reforming their character and conduct, and in softening their temper. Hence such lads are often impertinent, disobedient and quarrelsome, and it results in bad example to others."

549. "The school possessed two English teachers when the total number of pupils amounted to 35, and a third teacher was asked for in the Secretary's Reports for 1870-71 and 1871-72, for the last class; now, when the number in the school has doubled, the appointment of such a teacher has become *a fortiori* more necessary, and the matter deserves the attention of the District Committee, as without another English teacher no instruction worthy of the name, or worth having, can be given to the last class which contains more than half the number in the whole school."

550. "The Hindus of this part never come to be admitted before consulting the pandits or astrologers who sometimes prevent them for several months from joining under the plea of a bad star at that period. When there is nothing else to hinder them from admission, the marriage of a relation, which might take place three or four months after they make up their minds to enter the school, interferes, and keeps them back for six months or more."

551. "One cause of irregularity in attendance is mainly attributable to the majority of the pupils being residents of other districts where they often go on the most trivial excuses, to the continuance of the marriage season for a lengthy period and the carelessness and indifference of parents and guardians as to whether their sons make any progress or not."

552. "The Hindus of this part don't take short leave for marriages like the Hindus of Bengal. They take long leave also when they bring their wives home which takes place six months or a year or more."

Long leave taken for marriages.

Reports of Inspectors of Schools.

after the marriage, and which cannot be done by any other relative but by the husband himself. This is a custom quite foreign to Bengal.

553. "The income from fees and fines amounted to Rs. 484-14 during 1872-73 against Rs. 368-6-3 in 1871-72, which is an increase of Rs. 116-7-9 or about Rs. 10 per month.

Fees and fines.

554. "The monthly cost of educating each pupil during the same year was Rs. 3-5-4 against Rs. 5 in the year preceding, or Rs. 40 in this year instead of Rs. 60 in the last, which is a reduction of 20 per boy.

Monthly cost of educating each pupil.

555. "The monthly cost to Government for educating each pupil has diminished in the same proportion, it being Rs. 1-14-2 in 1872-73 in place of Rs. 2-15 in the previous year or Rs. 22-10 for the whole year of 1872-73 against Rs. 35-4 for the whole year of 1871-72, or a reduction of Rs. 12-10 per head.

556. "The distribution of prizes for the annual examination of 1871 was better attended, and more interest shown therein than in any previous year since the first starting of the school. All the Europeans in

Distribution of prizes for 1871. the town were invited to attend, and such natives as had their sons or wards reading in the school. The space in the school-house being too limited, other natives were not called to attend.

557. "The new school-house was completed in June last at a cost of Rs. 4,611-15. It consists of one long room without partition walls.

558. "Babu Mata Din, Munsif of Matihari, Babu Sital Nath Basu, late Deputy Magistrate, and Babu Keshab Lal Ghosh, Pleader, Saran, are deserving of notice as having come forward to assist indigent lads desirous of obtaining an education, either by paying their tuition fees or supplying them with books.

559. "The Nagri and Persian writing of the pupils is decidedly good. They have been found to pay more attention to this than to English handwriting, which on the contrary is by no means good. There is less demand for English clerks in this district, and this has probably much to do with this apathy on the part of the boys.

560. "The teaching of Sanskrit and Arabic has been entirely stopped since the receipt of Government orders to that effect, and the teaching of Hindustani, otherwise called Urdu, has also been stopped among the greater part of the pupils since the receipt of Government No order 125T. dated 30th September 1872.

Abolition of Sanskrit and Arabic, and introduction of Hindi.

561. "Out of 63 pupils in the school, only 21, composing the first three classes, read Hindustani in addition to Nagri, and of these 21 again, 13 in the first two classes, read Hindustani one hour, and eight two hours a week. The third class as a body are not fit to be allowed to read Hindustani as yet since some of them are still ignorant of Hindi. Of the eight who compose the second class in the school, two do not know Hindi well enough to warrant their reading Hindustani. Great care is being taken in making the boys practice Hindi reading and writing, which they now do tolerably well, and since the Inspector's visit in February last, agreeably to his instructions, they are also practiced in Hindi accounts, shop-keeping, *Kothi wali khet lagana*, and the Hindi multiplication tables in integers and mixed fractions. But it is a pity that the parents and guardians of the pupils being advocates of Hindustani, as they must be, being Amlas in Government offices where at present every document, every law book they see is written in Urdu and in the Persian character, and not a bit in Hindi, do not like their sons or wards to devote their time to the reading of a language (Hindi) which they consider vulgar and useless. If official work was carried on in Hindi, in six months the whole population, i.e., the reading class would be an entirely Hindi reading and writing people; but so long as they don't see it used in offices they will persist in despising the Hindi character.

562. "The English staff at present consists of a head master on Rs. 100, and an assistant English teacher on Rs. 20, both Bengalis, the first, a

Instructive staff.

senior student of the Agra Government College, an educational officer of upwards of 15 years standing, from the Panjab and North-West Educational Department, and the second, a failed entrance candidate from the Salkia school. The oriental staff is composed of a maulvi, a Muhammadan of the Suni persuasion, resident of the Saran district, and a pandit, a Brahman of the same district, and an ex-student of the Chapra Vernacular Training and Patna Vernacular Normal schools on Rs. 15. The latter is conversant with Sanskrit, Nagri, and Hindi, and has now to teach the last language in the Nagri character to all the boys in the school.

Urdu or Hindustani teachers how occupied at present.

563. On the general introduction of Hindi, Hindustani has been nearly done away with, there being at present only nine Muhammadans in the school.

Surveying teacher.

564. "The school had the services of a teacher of surveying for two months from the 25th March to 22nd May

last.

This teacher is introduced in the report of the year under review, only because he joined a few days before the close of the financial year, and because the report is submitted after

Patna Division—Champaran District.

his term for teaching in this school is over. He could not be of much use to the school as he stayed here for the short space of two months only, and this short time was devoted by him simply to teaching mensuration, still the boys do not appear to have made much progress even in this.

565. "Before the arrival of the surveying teacher some of the katcheri officials had expressed a desire to learn surveying on the teachers arrival, but on his joining the school only three entered their names as pupils on the 1st of April; before the expiration of that month, however, two withdrew, evidently not appreciating the instruction imparted to them.

566. The reports from Chapra, Arrah, and Motihari schools all agree in representing the little interest and progress exhibited under Babu Roman Krishna Ghosh's tuition, and the inexpediency of appointing, as surveying master, a Bengali gentleman who is not familiar with the vernacular of Behar. A Hindustani teacher from Rurki College would be preferred.

567. "The annual examination was conducted by—

S. Cooper, Esq.	Geography	...	...	1 day.
Dr. J. Cullen	Reading, writing, translation, dictation, grammar, and derivation	...	...	3 days.
A. Edwards, Esq.	History and Euclid	...	...	2 days.
S. Carlisle, Esq.	Arithmetic	...	...	1 day.
Babu Mata Din	Hindustani and Hindi	...	...	2 days.

568. Mr. Cooper, who examined all the classes in geography, reports:—

"The answers of the senior boys to questions on the geographical position of the globe and its political divisions were highly creditable to both pupils and teachers. The junior boys had improved since I last examined them."

569. Mr. Carlisle, the examiner in arithmetic, reports:—

1st class.—I examined the first class in all branches of arithmetic up to compound multiplication and decimal fractions, their answers were very correct, and showed that they had thoroughly mastered the subject.

570. 2nd class—"In simple division, greatest common measure, and vulgar fractions, I found this class very good.

571. 3rd class—"This class has advanced as far as greatest common measure and so well had they got up their subject that I was obliged to bracket first three, *Mohendra Pershad, Ram Chandra Mitra, and Ashu Tosh Ghosh*. Considering that the next three classes have only been one year in the school, I think they reflect very great credit on their master and thoroughly repay the great trouble he has evidently taken with them. They are well up in simple addition, multiplication, &c."

572. Mr. Edwards, the examiner in geometry and history, reports that the pupils did tolerably well on the whole.

573. Dr. Cullen, the examiner in grammar, dictation, writing, derivation, reading, and translation, reports:—

"The 1st class are well up and reflect great credit on the master. In grammar, derivation, reading, and translation they seem to have gone below the surface, and in writing from dictation the spelling was very good.

574. "The second class is comparatively good also. One or two of the lower boys in this class have not made progress in proportion to the rest of the class, but this is owing to inattention to their studies and absence for lengthy periods from school.

575. "The junior classes are attentive and show emulation among themselves, which speaks well for the manner the general working of the classes has been carried on."

576. Babu Mata Din, Mansur's report on Hindustani and Nagri is on the whole favorable.

577. The following are extracts from the remarks of the Commissioner and the Inspectors of Schools:—

578. Mr. Bayley writes:—

"Visited the school and examined several of the classes. There were 56 boys present out of 58. The teaching in the upper classes, though not very advanced, is sound and accurate, and the boys wrote quickly and correctly from dictation, which always is a fair test of accurate learning. In arithmetic and geometry also they did correctly as far as they have gone. Considerable attention is paid to Hindi, and they read and write it regularly in all classes.

579. "I find the monthly income of the school amounts to about Rs. 230. from all sources, of which only about Rs. 150 is spent. The salary of second master, who is expected to teach English, seems to me unreasonably low.

580. "Altogether the school is doing very well. I hope the number will increase, though Motihari is such a small place that too much must not be expected."

Reports of Inspectors of Schools.

581. The Inspector of schools reports as follows.

"Discipline creditable.

* * * * *

"This school has improved considerably since I inspected it in 1871. In reading, translation, and arithmetic some of the pupils are better than pupils of most zilla schools. The second teacher seems an active, painstaking youth, and if he passes creditably in Hindustani his salary may well be raised from Rs. 20 to Rs. 30 a month. The head teacher, Babu Uma Charan, has shown himself deserving of promotion, and I should be disposed to nominate him for a better paid head-mastership elsewhere on a suitable vacancy occurring, meanwhile, I would recommend that his salary be raised from Rs. 100 to 120."

582. In my examination notice I recommended that Stevens' Grade Lesson Books should be substituted for Pyari Charan Sarkar's Readers, which teach such English as "The cook roasts the food," "The cur bit the dame," &c., more fully described in my notice of Deoghur school in the Santhal Parganas.

583. I also recommended that the second teacher Babu Chandi Charan Dé should be required to pass in Hindustani.

584. In the higher school, two teachers were Bengali Hindus, one a Behar Hindu, and one Muhammadan.

585. No information of the middle schools has been received up to date.

Return of Race of teachers of the higher, Middle and Normal schools.

	HIGHER SCHOOLS.			MIDDLE SCHOOLS.			NORMAL SCHOOLS		
	GOVERNMENT.			GOVERNMENT			UN-AIDED.		
	Bengalis.	Beharis	Total	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.
HINDOOS—									
Brahmans ...	...	1	1	...	...	...	...	...	...
Khetris or Kshetris ...	...	...	...	...	...	...	...	...	...
Vaidyas ...	...	...	...	...	...	...	...	...	...
Knyasthas ...	...	2	2	...	...	...	...	...	...
Navasaks ...	...	...	...	...	...	...	...	...	...
Kubariths ...	...	...	...	...	...	...	...	...	...
Sonabans ...	...	...	...	...	...	...	...	...	...
Other castes above the lowest	...	...	...	...	...	...	...	...	...
Domes, Chandals, Haris ...	...	...	...	...	...	...	...	...	...
Total of Hindus ...	2	1	3	...	...	...	...	...	...
MUHAMMADANS—									
Shihs ...	...	...	...	...	...	...	...	...	...
Sunis ...	...	1	1	...	...	...	...	...	...
Total of Muhammadans ...	...	1	1	...	...	...	...	...	...
CHRISTIANS—									
Protestants ...	...	...	...	...	...	...	...	...	...
Roman Catholics ...	...	...	...	...	...	...	...	...	...
Total of Christians ...	...	...	...	...	...	...	...	...	...
Budhists—									
Others ...	...	...	...	...	...	...	...	...	...
Grand Total ...	2	2	4	...	...	...	...	...	...

586. The next table shews the race of pupils of the higher school only. No information of the middle school supplied yet.

* Returns showing the race of teachers of Government middle vernacular and two unaided middle vernacular schools. have not been furnished yet.

Patna Division—Champaran District.

Return of Race of pupils of the Higher, Middle and Normal Schools.

	HIGHER SCHOOLS.			MIDDLE SCHOOLS.				NORMAL SCHOOLS.			
	GOVERNMENT.			GOVERNMENT.				GOVERNMENT.			
	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.	Bengalis.	Beharis.	Total.	AIDED.	UNAIDED.
HINDUS—											
Brahmins	1	9	10	..	..	..	..	..	..	..	..
Khetris or Kshetris	..	..	..	..	..	..	..	..	..	..	..
Vaidyas	..	..	..	..	..	..	..	..	..	..	..
Kayasthas	6	30	36	..	..	..	..	..	..	..	..
Navasaks	1	..	1	..	..	..	..	..	..	..	..
Kaibarthas	..	..	..	..	..	..	..	..	..	..	..
Sonabaniyas	..	1	1	..	..	..	..	..	..	..	..
Other castes above the lowest	..	9	9	..	..	..	..	..	..	..	..
Domes Chandals Haris	..	6	6	..	..	..	..	..	..	..	..
Total of Hindus	7	47	54	..	..	..	..	..	..	..	..
MUHAMMADANS—											
Shias	..	1	1	..	..	..	..	..	..	..	..
Suins	..	8	8	..	..	..	..	..	..	..	..
Total of Muhammadans	..	9	9	..	..	..	..	..	..	..	..
CHRISTIANS—											
Protestants	..	..	..	..	..	..	..	..	..	..	..
Roman Catholics	..	..	..	..	..	..	..	..	..	..	..
Total of Christians	..	..	..	..	..	..	..	..	..	..	..
Buddhists	..	..	..	..	..	..	..	..	..	..	..
Others	..	..	..	..	..	..	..	..	..	..	..
Grand Total	7	56	63	..	..	..	..	..	..	..	..

The Returns showing the Race of pupils of Government middle vernacular and two unaided middle vernacular Schools have not been furnished yet.

587. From the table of creed and social position of the pupils given below it appears that in the higher school there were 56 Hindus to seven Muhammadans. Of these 51 belonged to the middle class, nine to the lower class, and three to the upper.

588. No information of the middle schools yet received.

Reports of Inspectors of Schools.

Return of social position and creed of pupils.

			Hindus.	Mahomedans.	Christian.	Others.	Total.
Higher Schools.	Government ...	Pupils belonging to upper class ...	3	...	...	...	3
		Do. do. middle ...	46	5	...	...	51
		Do. do. lower ...	7	2	...	...	9
		Do. whose parentage has not been ascertained ...	...	...	...	...	...
		Total ...	56	7	...	...	60
Middle Schools.	Government ...	Pupils belonging to upper classes ...	...	...	...	...	...
		Do. do. middle ...	...	...	...	...	...
		Do. do. lower ...	...	...	...	...	...
		Do. whose parentage has not been ascertained ...	...	...	...	...	...
		Total ...	...	...	...	...	*
	Unaided. ...	Pupils belonging to upper classes ...	...	...	...	...	...
		Do. do. middle ...	...	...	...	...	...
		Do. do. lower ...	...	...	...	...	...
		Do. whose parentage has not been ascertained ...	...	...	...	...	...
		Total ...	...	...	...	...	*

* Returns shewing the social position and creed of pupils of Government middle vernacular school and two unaided middle schools have not been furnished yet.

589. The next table shows the number of pupils of the higher school only in three stages of instruction.

590. No information of the middle schools received yet.

Return showing the class of instruction in the month of March 1873.

CLASS OF SCHOOLS.		Number of pupils in the schools on 31st March 1873.	UPPER STAGE.	MIDDLE STAGE.	PRIMARY STAGE.	
			Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this state.	Comprising all pupils who are not enumerated in the other columns numbered, 1, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 8rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.	
			1	2	3	4
Higher Schools.	Government ...	Boys ...	63	10	37	16
		Girls ...	...	...	...	...
	Total ...	...	63	10	37	16
Middle Schools.	Government ...	Boys ...	...	...	...	...
		Girls ...	...	...	...	...
	Total ...	...	*	...	...	...
	Unaided ...	Boys ...	...	...	...	...
		Girls ...	...	...	...	...
	Total ...	...	*	...	...	...

* The returns of Government middle vernacular and two unaided middle vernacular schools have not been received yet.

Patna Division—Champaran District.

591. "In the selection of teachers as well as villages for opening new schools or aid existing ones the district and local officers have been guided generally by the spirit of the instructions contained in paragraph 11 of the Government Resolution of the 30th September. I have only in one instance come across a man combining the profession of patwari with that of guru, but very many of the gurus are of that class, potential but not actual patwaris.

592. "One of the great difficulties, which in some places we have had to contend with, has been the selection of good gurus. One sub-divisional officer reported that the applicants whom he had examined could scarcely write their own names and could not read three lines of print correctly. One sub-divisional officer was induced by this difficulty to employ the police in hunting up candidates for him. The result was, as may be imagined, not successful.

593. "It has been arranged, as I have before mentioned, that a register should be kept in the Deputy Inspector's office in every district with a page to each teacher's name wherein the result of the Deputy Inspector's visit to a school is to be entered and that the Magistrates should send for and examine this frequently, especially when questions of receiving the Government grant come up. I have at the same time distinctly authorized reductions to be made in the stipends of the teachers whenever a falling off in their work is perceptible. This system of paying by results will I trust prevent them from sliding into laziness or a wilful neglect of their duties.

594. "This is one possible result of the Government grants. Another actual and very general result, I am sorry to say, has been the refusal of the pupils' parents to contribute any longer. The argument would seem to be that 'Government pays the guru, why should we pay him.' The guru is helpless. He must keep a certain number of boys to get his Government grant even if he teach them gratis.

595. "By not assigning a larger grant than Rs. 2 or Rs. 2-8, and by continual explanations on the part of sub-inspectors and sub-divisional officers, I trust that this may be overcome; it is however a serious difficulty to have to deal with at first starting.

596. "More than all other difficulties however that district officers have had to contend with, they complain of the obstinate incredulity of the people as to any disinterested benefit coming from Government and their wild credulity as to the motives which actuate us. The state of things is not a happy comment on our rule, but so it is. I quote the following remarks of the district officers:—

597. "The Magistrate of Patna in his report, No. 99, dated 14th February last, paragraph 4, states:—

"There has been one instance in which the boys attending a school all left because a stupid report got about as to why they were being taught, *viz.*, that they were to be shipped off to Mauritius when they could read and write; in another, the Inspector of schools, Dr. Fallon, told me he could not get a single boy in a village in which one of these schools had been started to come any where near him, till an enlightened Muhammadan, who had been in the Government service, brought up his son to lead the way when the others followed, and all because an equally stupid rumour had been circulated; in a third, an old guru, who had been established in his village for years as schoolmaster, returned his first month's salary of Rs. 5 by the peon who took it and decamped to another village, leaving the school to look after itself, why or wherefore I have not yet been able to ascertain, and the school is now flourishing under the management of another competent man; but these are all incidents which lead me to think that it is not advisable to push on the work of introduction too rapidly."

598. "The same officer in his letter, dated 13th May last, No. 13, paragraph 2, also states:—

"In addition to the rumours which have for some time past been going the round of the district, that all those learning up to a certain standard will be shipped off to the colonies whether they wished or not, another idea has now taken hold of the people, which has been started through the circulation of the returns to be filled up by the different gurus, which requires their furnishing information regarding the position in life of their pupils and the means of their parents, which is that the gurus are nothing more or less than paid spies of the Government placed all over the country to acquire information which will allow of Government introducing some new tax.' I believe this idea to be distressingly common."

599. "The Magistrate of Shahabad, in paragraph 7 of his letter No. 846, dated 27th March, remarks:—

"Zemindars and their rayats as a body cannot quite understand why Government should expend so much money without the ulterior object of securing benefit to itself in some way; some zemindars think the people are only to be educated in order that when they have acquired a certain amount of knowledge, and have so far become useful, they may be taken away from their villages and employed elsewhere by Government; others, that the village teachers are really entertained as a means of espionage in regard to what goes on in the village."

Reports of Inspectors of Schools.

800. "In paragraph 3 of his letter No. 141, dated 22nd May 1873, addressed to the Magistrate of Tirhut, the Assistant Magistrate in charge of the Madhubani sub-division observes :—

"I beg to say that his (Sub-Inspector's) representation to me of his difficulties are stronger than what I put forward in my letter; he says he was every where received with distrust on the ground that it was incredible that Government should give Rs. 5 and 3 a month gratuitously, there must be some object; and villagers persisted in believing that their children if sent to such schools would be transferred to Patna or Calcutta, chiefly as army recruits and would be obliged to give up their religion."

601. "Other Magistrates have spoken of the same things in more general terms.

602. "The moral I draw from all this is not that the scheme should be abandoned but that it should be persisted in, and introduced more extensively, only gradually, and above all patiently. I refer to this universal distrust to show that the introduction of the scheme was by no means altogether plain-sailing to the district officers and their subordinates.

604. "It is difficult to specify among the district officers any one more deserving of praise than another. They have all (with the single exception of the Magistrate of Champaran, for whom there were special excuses) taken up the subject with all possible zeal and earnestness and devoted the early months of the year to this special work, and as I venture to submit with a remarkable degree of success. Of the sub-divisional officers I would bring specially to notice :—

MR. O'REILLY	...	...	...	<i>Sitamarhi.</i>
BABU BEMOLA CHARAN BHATTACHARYA	...	...	...	<i>Behar.</i>
MR. EYRE	...	...	...	<i>Sassiram.</i>
SAYYID AMIR HASAIN	...	...	...	<i>Nawadeh.</i>

Other sub-divisional officers may have done as well as these but I have been specially struck by a perusal of their diaries, &c., with the energy and intelligence brought to bear on the subject by these officers.

605. "There are some subsidiary points about which correspondence has been and is still going on, which deserve a brief mention here. These are :—

1st.—"Indigenous teaching for Muhammadans. As regards this point I agree with Dr. Fallon in thinking that simple Hindustani in the Persian character may be used as the vehicle for conveying primary instruction in the maktabas without infringing any of the rules laid down by His Honor the Lieutenant-Governor. The language being one and the same the only question is whether Muhammadan boys may be taught the Persian character. The prejudice against their *learning the Nagri* without learning the Persian character also, is much stronger than I had any idea of, and I recently heard one of the wisest and most enlightened Muhammadans of the day (Sayyid Ahmed of Benares) at a public meeting of Muhammadans emphatically repudiate on their part the notion that they would ever consent that their children should be educated in Hindi schools and through the medium of the Nagri character. I have accordingly authorized the Magistrates to give small grants from Rs. 3 to 5 to maktabas teaching more than ten boys on condition of the *mejis* learning, and introducing into their schools, arithmetic, mensuration, and the vernacular as defined above, without at the same time being too strict in the beginning in enforcing the conditions required."

2nd.—"Training of Gurus.—In regard to the training of gurus a beginning has been made in Patna, I believe, and in Chapra, but so long ago as January last I raised the whole question of the status on which our model and training schools should be kept up, but have hitherto received no reply, and till that is settled it is most difficult to organize any general scheme. There is some difficulty in getting the gurus in, apart from their natural antipathy to leaving their houses and going to school for three or six months, in the fact that though they get the Government stipend their substitutes get scarcely any fees and will not stay. I am not anxious to force on this training too vigorously. I would get in the present men where I can, but I would look more to training classes for young men, and to substituting these by degrees for the older set, as they fall behind and are weeded out. This is Mr. Gordon's view and I have no doubt it is a sound one."

3rd.—"Education Census.—I have directed an educational census to be taken in two or three representative villages in each sub-division on the basis of the late census papers. There will be no difficulty in this and it will afford a fair standard of present comparison and future progress. I hope soon to hear the results of this."

4th.—"Examination Centres.—Dr. Fallon has proposed, in order to facilitate the inspection of these numerous schools, that certain centres should be fixed at which all the pathshalas at a convenient distance, say within a radius of six miles, may be assembled on certain dates previously notified, for the purpose of undergoing common examination by the Deputy or Sub-Inspector of the sub-divisional or district officer. I have consulted the Magistrates on this point and all who have reported are agreed that it would be a mistake. It would entail toil and trouble on the masters as well as the students, and in consequence prove particularly distasteful to them. It would lose the great advantage of inspection on the spot and the subsidiary advantage of explaining matters to the parents and encouraging the villagers."

Patna Division—Champaran District.

606. "Mr. Gordon remarks that an examination carefully conducted under the existing system is likely to leave a wholesome impression on the minds of the pupils as well as of their relatives, and local visits of officials, repeated as often as possible, would help not a little in wiping off the misconceptions and prejudices which are still rife among the people in respect to the new scheme of popular education."

607. My suggestion quoted above was elicited by the Commissioner's inquiry as to "a system of inspection and examination which may lead to improved methods of teaching in the pathshalas."

608. The apparently opposite views which are held on this question may be reconciled if my suggestion is understood, as it was meant, not to *supersede* the ordinary local inspections, but to *supplement* them by certain common examinations to be held at certain centres, and this with a view to the "improved methods of teaching" contemplated in the Commissioner's inquiry.

609. The arguments in favor of examination centres are,—

(1). If the present staff of sub-inspectors is insufficient for the efficient inspection of the numerous schools which are scattered over the one or more sub-divisions to which they are attached, as every district and sub-divisional officer has urged that it is, still less is it possible for the deputy inspector for the district or the sub-divisional officer who has so much other work on his hands,—to say nothing of the district officer and the inspector of the circle to discharge this duty except by the adoption of some such arrangement as I have proposed.

(2). Granting all that can be claimed for separate local examinations at every village, there still remains certain special advantages which belongs exclusively to a common examination of several schools at one time and place. These are, *firstly*, instruction of several schools in the contemplated "improved methods of teaching," and the opportunity of addressing a few of the inhabitants of each village who would spontaneously accompany the pupils from the village school at one and the same time, and, *secondly*, the teacher and pupils of every school would have the opportunity of comparing themselves with the teacher and pupils of other schools, and a useful rivalry would be created, and prizes and scholarships could be more fairly distributed.

610. "Another suggestion which Dr. Fallon has made is the institution of an educational durbar. As connected specially with primary education

this would I submit be a mistake, and is, if suitable at all, only suitable when we come to deal with the higher education; but apart from this, I am always afraid of such things becoming mere shams which instead of commanding respect would only be a subject of ridicule."

611. "I extract a portion from a note by Mr. Gordon on this subject, which I think is valuable.

612. "With reference to the third point, the institution of an educational durbar, the idea seems to me rather a foolish one as regards primary education is concerned. If its objects were only to promote higher education something perhaps might be said in its favor, but I am confident that such an institution would particularly speaking confer no benefit whatever on the masses, and do no good towards the furtherance of elementary education. It is not to be supposed that the half-clad boys* of primitive pathshalas and maktabas, with their teachers, would attend in these durbars or if they did would be at all bettered. An assembly of this kind would perhaps be one of the most extraordinary ever seen in India, and as for rewarding in this manner the few philanthropic landholders, who may have given Rs. 2 or 3 a month, and built a shed for the school, why there are many other ways open to Government of expressing approval of their conduct. Durbars are liked by those native gentlemen who go in for establishing societies all over the country, who have a taste for pomp and ceremony, who look forward to the robe or title of honor as a reward for their philanthropic exertions. The bestowal of a *khilat* or title of honor or distinction on such persons may be a fitting way of recognising the great good they have done to their country; but these are not the men who would go among their villagers and point out to them the advantage they will gain by sending their boys to these elementary schools, nay, I believe they would probably rather discourage than encourage them to do so."

613. "I have pointed out above what I consider the best way of advancing primary education among the masses. Frequent visits to, and converse with, the people will do much more good than holding hundreds of 'durbars.' The idea is a delusion and a snare."

614. I may be permitted to remark on the above extract from Mr. Gordon's letter, that I would not have called a proposition emanating from him or any other gentleman a "foolish one," though I might, with all due civility, endeavour to prove it such. The asserted foolishness in this case has been actually enacted by such men as Sir W. Muir and the late Sir Donald Macleod, who have been credited with a very intimate knowledge of the people.

615. "One other point only remains, which I have had a good deal of discussion about, that is, the means of conveying their pay to the gurus. I called for opinions from the

* They too have their holiday clothes.

Reports of Inspectors of Schools.

Magistrates, to whom the matter is left by Government, and after considering them, I issued the following brief circular, which conveys my own opinions on the matter :—

616. "I observe that the question of paying their salaries to the gurus and myajis under the new scheme of primary education is left mainly to the discretion of the Magistrates. After consulting the Magistrates of this division, I find that they are unanimous in desiring a monthly and not a quarterly payment. It is also tolerably clear from their answers that the existing staff of sub-inspectors is utterly insufficient to undertake the duty of making regular payments month by month to each school, and even if a system of circles be devised, so as to bring a number of gurus together on a fixed day to meet him, the plan involves a loss of time both to him and to the gurus. I should have liked it to be arranged, wherever possible, that the gurus should come into the sub-division head-quarters to receive their pay, so as to give the sub-divisional officer an opportunity of seeing and speaking with them, and thus tightening their connection with the Government, and for this object I think the loss of two or three days' work in the month would be cheaply purchased. But it seems clear that this plan cannot be carried out universally, and though I hope the Magistrates may adopt it for those schools that are within easy reach, for all others they have apparently to choose between two alternatives, either to let the gurus receive their pay from the thana, or to adopt the system of circles by which a sub-inspector might meet and pay a certain number of gurus in a certain day. If the money were deposited at the thanas and the sub-inspector was to fix a day for paying all the gurus in his jurisdiction at the thana as often as he could come, and let the police do it, when he was unable, it would combine the advantages of both systems and save the sub-inspector from travelling about with large sums of money."

617. The following comparative Table shows that the number of candidates who passed the Vernacular Scholarship examination was 366 against 240 in the year before.

Comparative Table shewing the number of candidates who passed the Vernacular Scholarship Examination in the years 1871-72, and 1872-73.

			1871-72.					1872-73.				
			PASSED IN.					PASSED IN.				
			1st Division.	2nd Division.	3rd Division.	Total.	Merit marks.	1st Division.	2nd Division.	3rd Division.	Total.	Merit marks.
Tirhut	...	...	31	24	10	68	160	21	66	47	134	242
Gya	...	...	6	10	17	42	73	8	28	31	67	171
Saran	...	...	5	21	14	40	71	4	19	30	53	80
Bhagalpur	...	...	4	10	6	20	38	11	12	4	30	70
Shahabad	...	...	10	12	8	30	62	2	13	8	23	40
Monghyr	...	...	1	...	9	10	12	2	6	13	21	31
Patha	...	...	...	9	8	17	26	1	8	7	16	26
Purneah	...	...	...	1	8	9	10	1	3	11	15	20
Champaran	...	...	2	1	1	4	9	1	4	...	5	11
Santhal Parganas	...	...	...	...	...	...	...	...	1	1	2	3
Total			62	97	81	240	461	54	160	152	366	634

618. The next table shows the number and grade of vernacular scholars passed from certain schools.

Patna Division, Champaran District.

Comparative Table of schools which passed Vernacular Scholars during the year 1872-73.

DISTRICTS.	SCHOOLS.	Number appeared.	PASSED.			Total passed.	Merit marks.
			1st Division.	2nd Division.	3rd Division.		
Gya	Gya Practising School ...	18	7	9	2	18	41
	Daudnagar Middle School ...	4	...	2	2	4	6
	Jahanabad Model School ...	3	...	1	1	2	3
	Tikari Model School ...	13	...	1	9	10	11
	Dharaut Middle School ...	7	1	3	3	7	12
	Koach Middle School ...	2	...	1	1	2	3
	Goh Middle School ...	3	...	3	...	3	6
	Hassnah Middle School ...	6	...	2	3	5	7
	Deo Middle School ...	11	...	5	5	10	15
	Nawadeh Private School ...	5	...	...	1	1	1
	Gya Society School ...	6	...	1	4	5	6
	Total	78	8	29	31	67	111.
Saran	Chuprah Practising School ...	19	4	6	7	17	31
	Pusa Middle School ...	11	...	4	3	7	11
	Nyagaon Middle School ...	10	...	4	5	9	13
	Manjhi Middle School ...	8	...	3	1	4	7
	Sholi Middle School ...	1	...	...	...	...	...
	Sitalpur Model School ...	3	...	1	2	3	4
	Moharakpur Middle School ...	2	...	...	...	...	...
	Rivilgang Private School ...	2	...	...	2	2	2
	Sewan Private School ...	9	...	...	5	5	5
	Barharwah Private School ...	1	...	...	1	1	1
	Chuprah Society School ...	6	...	1	4	5	6
	Total	71	4	19	30	53	80
Champaran	Sungrampur Middle School ...	5	1	4	...	5	11
Tirhut	Mozufferpur Practising School ...	44	17	24	3	44	102
	Mozufferpur Society's Aided-School ...	43	1	12	25	38	52
	Hajipur Model School ...	11	1	6	3	10	18
	Lalganj Middle School ...	8	...	5	1	6	11
	Lalganj Pathshala ...	2	...	...	2	2	2
	Parn Aided School ...	9	1	3	4	8	13
	Tajpur Model School ...	4	...	3	1	4	7
	Deogaon Aided-School ...	4	...	3	1	4	7
	Bakhra Middle School ...	6	1	3	2	6	11
	Bakhra Aided-School ...	1	...	...	1	1	1
	Kiratpur Middle School ...	1	...	...	...	...	...
	Pakri School ...	5	...	2	...	2	4
	Mansherepur Model School ...	4	...	...	2	2	2
	Sindhu Middle School ...	2	...	2	...	2	4
	Sitamarhi Private School ...	8	...	3	2	5	8
	Total	152	21	66	47	134	242
Patna	Jhaoganj Model School ...	6	1	4	...	5	11
	Nowbatpur Middle School ...	3	...	2	1	3	5
	Barh Model School ...	6	...	1	5	6	7
	Rajapur Private School ...	3	...	1	1	2	3
	Total	18	1	8	7	16	26
Shahabad	Arrah Model School ...	17	1	10	5	16	28
	Chainpur Middle School ...	1	...	...	...	...	...
	Tilathu Middle School ...	10	1	2	2	5	9
	Domraon Private School ...	4	1	1	1
	Maktab Abdul Aziz ...	1
	Kusap Middle School ...	2	...	1	...	1	2
	Total	35	2	13	8	23	40

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DISTRICTS.	Schools.	Number appeared.	PASSED.			Total passed.	Merit marks.
			1st Division.	2nd Division.	3rd Division.		
Monghyr	Monghyr Model School ...	15	1	2	9	12	16
	Jallalabad Private School ...	7	1	3	2	6	11
	Suryganah Middle School ...	4	..	..	2	2	2
	Kuliyampur Middle School ...	2	..	..	..	..	..
	Kharakpur Middle School ...	1	..	1	..	1	2
	Panchna Middle School ...	1	..	..	..	..	..
	Total ...	30	2	6	13	21	31
Bhagalpur	Bhagalpur Practising School ...	20	14	6	..	20	54
	Madhepurah Model School ...	4	..	2	1	3	5
	Purani Middle School ...	5	..	3	1	4	7
	Colgong Model School ...	4	..	..	1	1	1
	Sultanganj Middle School ...	4	..	1	1	2	3
	Total ..	37	14	12	4	30	70
Southal Parganas	Danra Middle School ...	4	..	1	1	2	3
Purneah	Purneah Practising School ...	3	..	2	..	2	4
	Qasbah Middle School ...	8	..	..	7	7	7
	Arraryah " ...	3	..	..	2	2	2
	Dholbajja " ...	6	..	1	2	4	7
	Total ...	20	1	3	11	15	20

619. The number of candidates who passed in each district for certificates only is shewn in the next comparative table.

Comparative Table showing the number of candidates who passed the Vernacular Scholarship Examination from each district for certificates only in the years 1871-72 and 1872-73.

ORDER OF MERIT.	DISTRICT.	1871-72.			1872-73.		
		Number appeared.	Number passed.	Number failed.	Number appeared.	Number passed.	Number failed.
1	Tirhut ...	105	27	78	220	141	79
2	Bhagalpur ..	27	11	16	59	49	10
3	Patna ...	32	8	24	40	26	14
4	Saran ...	30	4	26	48	24	24
5	Gya ...	41	8	33	29	17	12
6	Shahabad ...	34	9	25	16	12	4
7	Monghyr ...	28	5	23	12	9	3
8	Purneah ...	2	1	1	3	1	2
	Total ...	299	73	226	427	279	148

620. The number of students who passed the Mitur Scholarship Examination was only 10 against 15 in the year before.

Patna Division—Champaran District.

Comparative Table showing the number of candidates who passed the Minor Scholarship Examination in each district in the years 1871-72 and 1872-73.

DISTRICT			1871-72					1872-73				
			Passed in				Merit marks	Passed in				Merit marks.
			1st Division	2nd Division	3rd Division	Total		1st Division	2nd Division	3rd Division	Total	
Gya ...	..	..	.	1	2	3	4	..	1	2	3	3
Monghyr ...	..	..	.	1	..	1	5	..	1	3	3	4
Santhal Parganas ..	.	..	..	1	..	1	1	..	..	..	1	2
Shahabad ..	..	..	..	..	1	1	1	..	..	1	1	1
Patna ...	..	..	1	..	..	1	3	..	..	1	1	1
Bhagalpur ...	...	..	..	..	1	1	1	..	..	1	1	1
Tirhut ..	.	..	3	3	1	7	10	..	..	..	..	..
Satna ...	..	..	.	..	..	..	..	..	..	..	..	..
Purnea ..	..	..	..	..	..	..	..	..	..	..	..	..
Total			1	6	5	12	29		2	8	10	12

Reports of Inspectors of Schools.

REMARKS BY MR. S. C. BAYLEY, COMMISSIONER OF PATNA.

Dated the 23rd October 1873.

I have to apologise for the delay which has occurred in forwarding Dr. Fallon's report on education in this division, a delay for which he is not responsible. The district reports were for the most part not sent to him till late in August, and after I received the report pressure of other business prevented my taking it up till the Durga Puja holidays. The report, consisting of 100 sheets, furnishes much useful information but is not so condensed as I could have wished, and might perhaps be better arranged.

2. Dr. Fallon begins his report with some observations on the reorganisation of the department during the year, and then taking district by district he gives statistical tables, first of primary education, and afterwards of the schools of other classes, making extracts from the District Committees' and from the Inspectors' reports, and interspersing these with his own notes of inspection. His views as to the state of education in the division and the requirements thereof are not summed up in one place, but can be gathered from the remarks scattered up and down through the report. The paragraphs of the report itself are not numbered and the figures in the statements are not always accurate. I have had the paragraphs numbered in my office and my comments are made in the order in which the subjects commented on come in his report.

PATNA DISTRICT.

3. The columns in the general statement for this district showing the cost per head seem to me unintelligible. Thus, taking the figures given for the higher education of Patna, if 110 boys are educated in the Government school at an expenditure of Rs. 17,672, the total cost per head would seem to be Rs. 43 not Rs. 3-0-6 as entered in the column. Similarly the total expenditure for each boy at the aided school appears to be Rs. 54 not Rs. 27, and in regard to the normal school with an average of 73 boys and a total expenditure of Rs. 10,724, I fail to see how the cost to Government can amount to Rs. 170-15-1, though the total average cost of Rs. 146-14-6 appears correct. The portion of expenditure borne by Government can scarcely be more than the total expenditure, yet this is what the figures go to show, and as they stand they are unintelligible to me.

4. Sheets 9 and 6 institute a comparison between the indigenous unaided pathshala and the aided pathshala. The result is to show that the unaided one being kept in a happy-go-lucky sort of way is more in accordance with native tastes and consequently more popular than the aided one. The discussion leads to no very valuable results. The only deduction I can draw is that while we should aim at some sort of improvement in discipline and method in our aided pathshalas, we should not go so far as to improve them out of all sympathy with popular feeling.

5. Results of the educational census taken in 29 villages in Barh sub-division show a percentage of 14 out of the adult male population as having some knowledge of reading and writing. The percentage of boys attending school to whole population of children, including girls, is not more than 3 per cent. and perhaps 6 per cent. on the boys only. This may be considered essentially a rural population. In a census of five villages near Bankipore we have a total population of 4,069, of whom 161 can read and write, and the number of boys attending school is 93, besides 25 who read privately. Here in the whole population the percentage of literate to illiterate is 8:33, and on the male population only 19:9. The following observation of Dr. Fallon deserves notice.—

“Pathshalas thrive best in places where there is a large proportion of mahajans, bunias, putwaris, and tradespeople.” It is, I believe, a correct view. It is unnecessary to comment further on the establishment of pathshalas, the same ground having been already covered in my report and the Government Resolution.

6. There are only three Sanskrit tols in the district.

7. The Inspector should summarise results instead of giving at full length his notes of inspection, which have a certain sameness in them, and are rather dull reading after a little.

8. The tables on sheet 13 shows an average of 20 pupils attending throughout the year at each of the 264 primary schools in the district and an average of 15 actually present on 30th March. If the division between those who can and those who cannot read and write easy sentences is real, and if the standard is not unreasonably high, the proficiency of those who are receiving their education at primary schools is deplorably low, but I am not inclined to found any generalisation on these figures.

Patna Division.

Paragraph 88.

9. The aggregate attendance at middle vernacular schools is 135 for the district.

Paragraph 86, &c.

10. The copies of inspection notes, though they give valuable hints, are out of place as remarked, in regard to vernacular schools, in an annual report. As an instance I give the following extract, and shall not refer to the matter again.

“Discipline bad.—

“5th and 6th classes.—Want of life in the class indicating the absence of mental exercise by much questioning on the part of the teacher, as distinguished from learning by heart and being told. I want to see how the teacher teaches his class. Just so. The teacher repeats the lesson to the class instead of exercising the pupils in the lesson. Third teacher. As in the other classes, the teacher stands by the pupil who is reading instead of occupying his proper place before his desk. He calls out to the class “*bolo bolo*” that is rattle along. When he ought to *bolo* (ask questions) and then the pupils would *bolo* to some purpose. Again, his eye is on his book when it ought to be on the class. I had to show the head master how the benches should be arranged. Yet we go on from year to year without training colleges.”

Paragraphs 92-97.

11. The fact of an unaided English school being supported by Maulvi Wahid uddin Khan, the Principal Sadr Amin at Bhagalpur, is very creditable. An unaided vernacular school has been started by Sayyid Shumcul Huda and other Muhammadan gentlemen in the city this year, which promises well, and another by Sayyid Fuzl-ul-Rahman at Dumri on a smaller scale. Both schools are taught in the medium of the vernacular and follow in the wake of the Science Society's Schools started by Sayyid Imdad Ali. I am not sure if I have correctly apprehended the conclusion to which the Inspector's remarks, as to what the Mahomedans do and do not desire, are intended to lead, but I gather that Dr. Fallon's view is very much what I have expressed elsewhere. The Muhammadans of Behar are willing, nay—are becoming eager, to learn such knowledge as we have to teach them; but they will learn it only in their own vernacular or own classical languages, and consequently we should not force them to learn either by means of Nagri in the primary schools or of English in the higher ones, but should provide some means of instructing them in both classes of schools by means of their own vernacular. In talking of higher schools I am not using the word technically; of course above a certain point we have not as yet the means of communicating the results of western learning in the vernacular, but I quite agree that as far as these means do exist the object aimed at by the Behar Science Society's schools and by the smaller endeavours of individual Muhammadan gentlemen above described should receive all encouragement from Government.

Paragraphs 121-136.

12. The remarks in sheets 19, 20, 21, are mostly made up of quotations extracted from the report of the Patna District Committee, but they point in a direction which has my hearty and entire concurrence. Dr. Fallon thinks, as I gather from his quotations, that our system of education, as laid down by the University, is too close an imitation of the worst features of the English system. He would I gather begin with a careful teaching of the vernacular languages, going on afterwards to foreign languages, would exclude the elaborate verse and high flown prose of standard authors from the earlier stages of the curriculum, would introduce from the very beginning object lessons and what Professor Huxley calls “earth knowledge,” advancing to higher branches of physical science gradually through the whole course of training, and he would finally give attention to teaching arts and manufactures. All this I fully sympathise with. I know no system of education more melancholy than that under which native boys who know nothing of their own language are set to learn Pope, Johnson, and Goldsmith, and spend six or eight of the best years of their life in acquiring a bastard sort of English, while they remain absolutely ignorant of the common phenomena of nature and of the earth on which they live; but a reform in these matters is not to be expected all at once. Nothing is more difficult than to persuade a man that the system under which he was educated is a bad system, and of all prejudices those which gather round one's own school and its traditional training are the hardest to up-root. In some respects it really would have been a good thing for India, if the foundation of the Calcutta University had been delayed for a whole generation, by that time, it might be hoped, truer views on education would be common, and there would have been much less to unlearn and to alter; as it is, I can only hope future reformers will be found equal to the work cut out for them.

Paragraphs 138-140.

13. The tables at sheets 22 and 23 give interesting facts. Excluding primary schools and the College it appears that the work of education in the Patna district is carried on by 118 school masters, of whom 94 are Muhammadans and 46 Hindus. Among the number 14 are Bengalis.

14. Of the 444 pupils studying in the Government higher schools, 102 are Bengalis. The table showing religion and race of pupils in the schools in this district (excluding primary schools) gives a total of 1,429 pupils, of whom 1,041 are Hindus and 355 are Muhammadans.

Reports of Inspectors of Schools.

15. This shows that in the pursuit of knowledge in the classes above the lowest the Muhammadans of Patna are not behind their Hindu fellow-subjects.

16. The proportion of Muhammadans to Hindus throughout the district is about 14:100. The proportion of Muhammadan pupils to Hindu pupils in these schools is about 34:100.

SHAHABAD DISTRICT.

17. The percentage at school bears very much the same proportion to the total population as in Patna, viz., $\frac{1}{3}$ per cent, but they are differently distributed. In Patna the school population among Hindus is 4.28 and among Muhammadans 3 per mille, while in Shahabad it is 3.3 per mille among Hindus, and 5.2 among Muhammadans.

18. In the statement showing the cost of schools for this district I am again puzzled by the figures of middle Government schools, which shows 270 boys educated at a total cost of ₹ for each boy, while the aided and unaided schools of the same class expend 22 and 20 per head respectively.

19. Dr. Fallon's report of the aided maktab in Mahaguntola, Arrah, deserves attention as showing a Muhammadan school in which there are 27 Hindu pupils to 12 Muhammadans, and in which the course is more liberal and extended than usual.

20. The Magistrate will be asked to report on Dr. Fallon's suggestion for attaching training classes for gurus to the model school of each sub-division.

21. Dr. Fallon's description of the state of the pathshalas as he now finds them to exist, though not favorable, is I think tolerably accurate. I have very little doubt that the systematic method of our schools would be considered a hateful and galling interference, and it is not possible, even if it were desirable, to force on the whole people that feverish haste which contrasts so markedly with their disregard of time. I have no doubt that even in their present state the pathshalas do useful work, which will go on improving under careful inspection and a growing desire for education. I am not anxious to put them, even by improvement, out of the range of the people's sympathies nor to try the experiment of changing the habits and character of the people by revolutionising the pathshalas.

22. I have not had an opportunity of ventilating the suggestion for subsidising itinerant gurus, but I do not at present incline to approve it. It seems to me that Government money can be better spent on stationary institutions, whose working can be more easily and accurately tested.

23. The primary schools of Shahabad show a fairly large percentage of Muhammadans. The proportion of these to Hindus on the whole population is 8.3; in primary schools it is 11.4.

24. The Arrah middle class vernacular school appears to have done specially well and to be deserving of credit. The other six schools of the same class have been much less successful.

25. The condition of the Arrah higher school appears to be specially satisfactory. Out of 197 pupils on the rolls 105 are Kayasths, 45 were Musalmans, of the remainder 16 were Rajputs, seven were Brahmans, and only six were Bengalis.

26. The increase both in attendance and fees during the last six years is really remarkable.

27. The return showing the race of pupils in the higher, middle, and normal schools of Shahabad gives, in the higher schools, 45 Muhammadans, 150 Hindus, and in the middle schools 127 Muhammadans to 487 Hindus, from which I deduce that in this district the Muhammadans are not more backward than their neighbours in their desire for instruction. This does not alter the fact that from an educational point of view the whole district is deplorably backward.

GYA DISTRICT.

28. The whole number of boys attending school in this district is given as 4,030, out of a population of 1,949,750 or very little more than 2 per mille. The proportion is far worse among the Muhammadans than among the Hindus. "The figures, if they are trustworthy, show less than 200 or '09 per mille of the Muhammadan population at school.

29. The extraordinary difference between the cost of educating a boy at the Government higher school (361) at Gya and the rate given in the Patna district only points to the obvious fact that there has been some serious error in calculating the figures of the latter district.

Fatna Division.

30. The Inspector's observations on the primary and middle schools call for no particular remark from me. I would draw attention however to what he says in regard to the endeavour made at the Gya training school to substitute Hindi synonyms for the technical terms in Arabic or Sanskrit which are used in teaching arithmetic, geometry, &c. The endeavour is useful and apparently successful, but it is very desirable that such endeavours should be systematised. What is the use of the head master of that one school establishing a simple Hindi vocabulary of technical terms if it is to be confined to that school. This is precisely the sort of work for which the organisation of the Education Department fits it, and such work should not be left to the casual and occasional efforts of individual teachers.

31. It is sad that the experiment of an artisan class in the model school should have been allowed after three months to die of inanition. The making of small stone cups even, though not an elevated object of ambition, had an element of promise in it, which with due encouragement might have borne good fruit.

32. The remarks on the Gya school are on the whole satisfactory. The proportion of Bengalis both among the masters and the boys is noticeable. The want of a surveying teacher appears to have been the fault of the Committee. A master was appointed, but on getting a better offer, he resigned without ever taking up the work, and it was only during my recent visit to Gya that the matter was again brought to my notice. Arrangements I hope will now be made to remedy the deficiency.

SARAN DISTRICT.

33. In this district with a population of 2,063,860, the total number of children at school is 5,125, giving only 2·6 per mille. There seems to be little difference in the proportion of Hindu and Muhammadan boys respectively attending school. Among the Hindus the proportion is nearly 2·6, among Muhammadans it is 2·2 per mille. The total number of Muhammadan boys at school in the district is only 554.

34. The figures showing cost of schools in the district are remarkable in regard to middle schools: a sum of Rs. 2,721 educates 272 pupils in Government middle schools, while Rs. 2,311 in the unaided middle schools will educate only 99. I observe that each pupil in the normal school is entered as costing Government Rs. 101-0-4, while each pupil at the Government Zillah school costs Government less than Rs. 13 and altogether costs less than Rs. 10.

35. I notice that the proportion of Muhammadan to Hindu pupils is higher in the middle vernacular schools than in the primary schools. In the former it is 12 per cent., in the latter it is of the whole 8·7 per cent. The great bulk of the pupils in these schools appear to be Kayasths, and from these schools they are drafted to Government schools and to college.

36. Dr. Fallon observes that Nagri-Hindi has been introduced in all the schools, and he adds the "substitution of Nagri-Hindi in the Courts is a popular measure with the masses."

37. I need not follow Dr. Fallon in his criticism upon Mr. Tute's remarks; it takes up more room than the matter is worth. My remarks on the school are quoted in Dr. Fallon's report. I may add that I think it is doing a useful work, and that its retention is desirable; it has already trained a good number of men for whose services at middle class vernacular schools the demand will, I trust, continue to increase. I should be very sorry to see these middle vernacular schools wholly smothered and lost sight of in the dust and excitement of primary education. In the meantime the fact that the stipend system has not worked altogether satisfactorily and that the direct result in furnishing trained school masters has scarcely been adequate to the sums expended on it cannot be denied.

38. The Government higher school has done better than it did last year, but the want of vitality of which Mr. Tute speaks was apparent also to me, and indeed the Inspector's own criticism on the method of teaching quite bears out Mr. Tute's remarks. The teaching of surveying has not been successful there owing to want of instruments and to the unfortunate selection of a teacher who did not know the vernacular.

39. In the returns of race of pupils and teachers, it is odd to note in the middle schools 20 Muhammadan teachers to nine Hindus, while the pupils in these schools were 93 Muhammadan to 408 Hindus.

TIRHUT DISTRICT.

40. The statistics for this district are wanting. They have been understood been subsequently forwarded direct to the Director of Public Instruction.

Reports of Inspectors of Schools.

41. There is no necessity for me to travel over the same ground in regard to primary education as I have gone over in my separate report. The report of Mr. Gordon brings prominently into notice the pains taken by Mr. O'Reilly in introducing the scheme into his subdivision, and there are some interesting remarks as to the preponderance of mak-

Paragraphs 375-89.

Paragraph 368. tabs in Tirhut, and the causes of the want of success in the scheme in certain sub-divisions. In Madhobani Mr. Barlow found not only more applicants for grants among mahjis than among gurus, but they were also better instructed. He looked however for ability to read printed Nagri as a test of the gurus' fitness to receive a grant, and finding that wanting appears to have condemned them *en masse*. The test was simple enough no doubt, but as a matter of fact many gurus do not know printed Nagri though they could doubtless acquire it in a fortnight.

Paragraph 393

42. Dr. Fallon suggests two considerations as likely to assist in accounting for the phenomenon. 1st.—That being a rich and litigious district there is a demand for manshus and maulvis learned in the law, and these are manufactured at maktabas, not at pathshalas, and 2ndly, he suggests that the preponderating influence of Brahmans and the tradition of the Brahman school of Janakpur has led to a contemptuous neglect for pathshalas. I am not satisfied that either of these causes altogether solve the problem, and I expect a more energetic interest in the scheme on the part of the sub-divisional officer would have discovered more existing pathshalas, fit to receive grants, and would likewise have started more new ones.

Paragraph 395.

43. The Government middle vernacular schools in Tirhut appear to be particularly successful, they educate 278 Hindus and 59 Muhammadans, and the average cost of each pupil to Government is Rs. 6-12. Raja Rughunandan Singh of Sursand has given Rs. 2,000 for a school house for the school of this class at Setamailhi.

Paragraphs 410-21.

44. The account of the Scientific Society's two schools in this district, one at Mozufferpur and one at Paru, are very satisfactory. These schools no doubt fill a want specially felt by Muhammadans for an education up to the standard of the day, but yet, as Dr. Fallon describes it, "more Muhammadan in language and character than that given in other schools."

Paragraphs 424-30.

45. The liberality of Babu Raghunandan Prasad, late Translator of the Judge's Court and now Sub-Deputy of Darbhanga deserves remark.

Paragraphs 431-35

16. The Hindu Dhurma Samaj gives an education mainly in Sanskrit and Hindi and exclusively in branches of Hindi, learning to about 90 boys, of whom 40 receive small stipends. It is supported by public subscriptions.

Paragraphs 437-44

47. The Inspector criticises with professional acerbity the remarks of Mr. Gordon (the *officialing* Inspector) on the English aided schools of Tirhut, but the fact remains that on the whole they have been unsuccessful, and the reason is that there has from the first been a want of vitality, insufficient support from subscribers, and insufficient interest from the public. The Educational Department are not to blame for this, and it is better that they should have subsidised experiments in English education which turned out unsuccessfully, than that they should wholly discourage all such experiments from the beginning.

Paragraphs 457, &c

Paragraphs 465-67.

48. The account given of the Darbhanga English school is satisfactory

49. I do not think it necessary to follow Dr. Fallon in his defence of the Département from the strictures made by Mr. Gordon on the want of encouragement given to the Scientific Society's school-books, or on the spirit of cliqueism that is supposed to control its proceeding. I have often heard similar complaints, and as the same fact may be adduced by one party as a proof of judicious and impartial selection, while to the other it may appear an instance of gross favoritism, I prefer to leave the discussion alone, only observing that an annual report is not the proper place for recriminatory attacks.

Paragraphs 497-501.

Paragraphs 504-88

50. The remarks about the training school are satisfactory, and the condition of the Government higher (zillah) school is creditable.

51. One improvement however which has been introduced must not be allowed to pass without protest. A Muhammadan land holder, Sayyid Taki Khan, endowed the school with a small zemindari for the express purpose of keeping up a Persian teacher. The Persian teacher flourished till the day came when the school was told that Hindi must be taught. In order to effect this, the Persian teacher was abolished, and the private endowment became practically appropriated to a teacher of Hindi. The injustice of this was obvious, and on Sayyid Taki Khan bringing it privately to my notice the Magistrate undertook to inquire, and I hope by this time he has, with the assistance of the Committee, restored the endow-

Patna Division.

ment to its proper use. Hindi teaching is very desirable, but it must not be purchased at the expense of justice and good faith.

CHAMPARAN DISTRICT.

52. This is the most backward district in the division, and with only 1,088 Hindus and Muhammadans or 0·7 per cent. of its population at school, it is scarcely worth while to inquire whether the Muhammadans or Hindus are the more backward.

53. The figures, however, give a percentage of ·018 Muhammadans and ·18 Hindus receiving education in the district.

54. The remarks of the Inspector and the Secretary of the Committee show the zillah school to be well managed and prosperous.

55. Sheets 94 to 98 of Dr. Fallon's report are taken up with some remarks on the general summary of my report on primary education and appear to belong properly to some other part of the report, I do not think they call for special comment, nor do the statistics of the examinations for vernacular scholarships with which the report closes.

COLLEGE REPORTS.

PRESIDENCY COLLEGE

(FOUNDED 1855)

From the Report of the Principal, Mr. J. Sutcliffe, M.A.

GENERAL DEPARTMENT—The number of students on the rolls on 31st March during the last four years is shown in the following statement:—

	1870		1871		1872	1873
	Regular students	Out students	Regular students	Out students	Regular students	Regular students
Honor class	18		14		11	11
4th-year class	76		78		84	10
3rd " "	62		53		51	68
2nd " "	147	1	140	2	169	15
1st " "	93		116	2	120	81
TOTAL	396	1	401	4	342	384

The number of admissions to the first-year class is lower than in any of the preceding three years, and I attribute this—(1) to the raising of the fee payable by junior scholars from Rs. 6 to Rs. 10 a month; and (2) to the increase in the number of students who intend to join the Engineering Department of the College in June when the session opens. The increase in the admissions to the third-year class is due mainly to the abolition of the third-year classes in the Kishnagurh and Berhampur Colleges. The decrease in the strength of the fourth-year class seems to be due to a smaller number than usual of the candidates who were plucked at the last B.A. examination, having joined the class in the earlier part of the session. After the summer vacation I expect that the fourth-year class will assume its average strength.

Under the amended regulations for the First Examination in Arts, candidates are allowed to take up at the next examination Psychology or Chemistry as alternative subjects. As the First Arts class contains a considerable number of students who failed at the last examination, it might be expected that the number electing to take up Psychology would be much larger than the number electing Chemistry. The actual numbers are—

In Psychology	...	..	..	..	103
„ Chemistry	..	...	..	..	52
Total	...	...	...	...	155

Considering that the choice of subject was practically confined to the 112 students who were promoted from the first-year class, the preceding figures hold out fair expectations of success for the science classes.

Out of 86 students in the present first-year class, 51 have announced their intention of taking up Chemistry at the examination of 1874. These students will not enter upon the study of the alternative subjects till the beginning of their second year, and I quite expect that they will then, almost unanimously, elect to take Chemistry.

The election for the science course for the B.A. degree has been of a very pronounced character, as out of a total of 68 students in the third-year class, 48 have decided to take the course in science. Of the remaining 20, seven have elected to take up Mathematics, 14 Philosophy, and 19 History. The limited class accommodation at my disposal makes it very difficult to carry on a system of optional classes satisfactorily; but I am glad to say that there is every likelihood of this difficulty being overcome at an early period of the next session. The rapid progress in the erection of the new building for the College, which has taken place during the time the work has been in hand, holds out a reasonable prospect of the building being ready for occupation in the early part of next session. The measure of relief which professors and students will alike feel on the removal of the classes to the new building, can only be duly appreciated by those who have had to undergo for such a length of time the discomfort and inconvenience of the present class-rooms.

Reports of Colleges.

Out of 60 students in the fourth-year class, 21 are taking up Chemistry and Physics as their optional subjects at the next B.A. examination.

A classification of the students according to the social position of parents or guardians gives the following result:—

Belonging to the upper classes of society ...	...	...	47	*
Ditto middle ditto ...	...	...	388	
Total ...			385	

The receipts from fees during the year were Rs. 52,175, against Rs. 50,528 in the previous year. This is the largest sum ever collected from fees, and is not very much less than the amount contributed by Government for the maintenance of the General Department, viz. Rs. 56,866. The entire expenditure on this department for the year was Rs. 1,09,041-2-7, against Rs. 1,11,428-11-0 for the previous year, the reduction in expenditure being due to the saving effected by the appointment of officiating professors on allowances lower than would have been drawn by the substantive officers. The annual cost of each student to Government has decreased from Rs. 152 in 1871-72 to Rs. 136 in the present year. If credit be taken for the surplus fees of the Law Department, which amount to Rs. 8,262-10-5, the net annual actual cost of the General Department to Government was Rs. 48,603-5-2 and the annual cost of each student a little over Rs. 111, and if the surplus fees of the Hindu and Hare Schools, which amounted to Rs. 5,616-11-9, be taken into account, the net annual cost of the department to Government is reduced to Rs. 42,986.

The annual examination of the first-year students was held in November. Owing to the prevalence of fever in the autumn of 1872 fifteen junior scholars were unable to attend the examination, and they were examined in January after the new session had opened. The result of both examinations was that there were no forfeitures of scholarships, whilst the average result of the entire class was satisfactory.

From the second-year class 160 students went up to the First Examination in Arts; of these two were obliged to absent themselves from the examination, and 81 were passed, 15 being placed in the first division, 31 in the second, and 35 in the third. The percentage of passed candidates from this College was therefore 51, whilst the percentage of passed candidates for the whole examination was only 39. Of the plucked candidates, 63 failed in English, 13 in the second language, 31 in History, 33 in Mathematics, and 60 in Psychology and Logic. The large number of failures in Psychology confirms the opinion I have long entertained, that the study of this subject should be deferred to a later period in a student's career. Upon the result of this examination ten senior scholarships of the first grade and 20 of the second grade were awarded to students of this College. Indeed, the whole of the scholarships of the first grade and one-half of the entire number of the second grade were gained by students of this College.

The Duff University scholarships for proficiency in Languages and Mathematics at the First Arts Examination were awarded to Sris Chandra Mukhurji and Nil Kanta Sarkar of this College. The Gwalior Medal was gained by Sris Chandra Mukhurji.

No formal examination of the third-year students was held, as the professors reported favourably of the progress of the class.

From the fourth-year class, 95 students went up to the B.A. Examination, of whom 11 passed in the first division, 27 in the second, and 20 in the third. Three of the candidates were unable to appear at the examination, and the examination of one candidate was disallowed by the Board of Examiners on the evidence disclosed by his papers of his having used unfair means. Of the candidates who were rejected, 23 failed in English, 15 in the second language, 1 in History, 10 in Mathematics, 22 in Mental and Moral Philosophy, and 14 in the optional subjects. The percentage of passed candidates from this College was 61, and the percentage for the entire examination was 52.

Upon the result of this examination the following students were elected foundation scholars, and they are reading for "Honors" in the subjects mentioned opposite their names:—

1 Gopal Chandra Ray	...	...	...	...	Mathematics.
2 Sidheswar Sarkar	...	...	...	...	English.
3 Baburam Chaturji	...	...	...	...	Mathematics.
4 Bipin Behari Mukhurji	...	...	...	...	English.
5 Kedar Nath Banurji	...	...	...	...	English.
6 Asutosh Biswas	...	...	...	...	History.
7 Ram Taran Banurji	...	...	...	...	English.

The Laha scholarships in physical science and Sanskrit were awarded to Bhagavati Charan Rudra and Prannath Pandit, and the latter has joined the Honor class in the Sanskrit College.

Presidency College.

The Fshan and Vizianagram University scholarships were awarded to Sarat Chandra Mukhurji of this College, and the examination for a studentship on the foundation of Premchand Raychand resulted in the election of Girija Bhusan Mukhurji, M.A., of this College, who took up English, History, and Philosophy.

All the University scholarships of the year which were open to free competition, have again been gained by students of this College.

There were 13 candidates for honors in Arts, and 10 were successful. The following table shows the class attained and the subject taken up:—

NAMES	Class attained	Subject.
1 Gopendra Krishna Das	Class III	English
2 Bipinbihari Das	Ditto	Ditto
3 Tarapada Ghosal	Ditto	Ditto
4 Haridas Mukhopadhyay	Ditto	Ditto
5 Giris Chandra Kari	Ditto	Ditto
6 Biharlal Bandyopadhyay	Class I	Mathematics
7 Rajaninath Ray	Class III	Ditto
8 Sasibhusan Datta	Class I	Philosophy
9 Bate Krishna Sen	Class II	Physical Science
10 Amvika Charan Sen	Ditto	Ditto

Four graduates went up to the M.A. examination and two were passed—one in English and the other in physical science.

LAW DEPARTMENT.—The number of students on the rolls of this department on 31st March during the last four years is shown in the following table:—

	Regular Students			
	1870	1871	1872	1873
3rd-year Class	63	91	98	20
2nd „ „	102	117		46
1st „ „	115		84	63
2nd Pleaders'hip Class	28	35	51	30
1st Do do	38	64	37	31
Total	346	310	270	189

This shows again a decrease in the number of law students, though I am disposed to think that the department has now reached its lowest point. Owing to the changes in the University regulations, which took place in 1871, there have only been two regular B. L. classes in attendance for the last two years. The 20 students now composing the 3rd-year class are graduates in Arts, whose convenience it suited to attend their final course of lectures during the present session, instead of last. From the opening of next session there will be three regular B. L. classes in attendance as formerly.

A classification of the students according to the social position of parents and guardians, gives the following result:—

Belonging to the upper classes	80
Ditto middle ditto	109

189

Of these only six are Muhammadans and three Christians, the rest being Hindus.

The fees collected during the year amounted to Rs. 25,076, and the expenditure to Rs. 16,813-5-7, showing surplus of receipts over disbursements of Rs. 8,262-10-5.

The College sent up 99 candidates for the degree of B. L., of whom 49 passed in the second division, and 25 obtained marks qualifying for the Licence in Law.

It was understood that the examination of January 1873 was to be the last for the Licence in Law, and from all the colleges a larger number of candidates than usual went up. This College sent up 58 candidates, of whom 23 were successful. It has since been notified by the University that the last examination for a licence will be held next January.

Reports of Colleges.

CIVIL ENGINEERING DEPARTMENT.—The following table gives the number of students on the rolls on 31st March during the last four years:—

	1870		1871		1872		1873	
	Regular students	Out students	Regular students	Out students	Regular students	Out students	Regular students	Out students
1st year Class	10	1	13	5	15		20	
2nd	2		26	1	31	1	30	1
3rd	40		56	2	66	3	73	2
TOTAL	52	1	95	8	112	4	123	3

This shows a steady increase in the strength of all the classes, and I expect that the admissions to the first-year class, on the opening of the new session in June, will be larger than in any former year. The classes are now located in the old Haro School building, which affords excellent accommodation for the present number of students. The first-year classrooms are, however, likely to be quite full during next session, and possibly the class may be larger than can be conveniently accommodated. Before another session opens, I hope the new building will be ready to receive the classes, and there will then be no difficulties as regards accommodation. The special class for candidates who were desirous of qualifying to pass the tests in Engineering and Surveying, laid down by Government for the Subordinate Executive Service, was opened in June. Only five candidates applied for admission in the month of June. In August eight other admissions took place, and in September there were two more; but up to the end of October the class never contained more than 15 students. In November, when the field work began, there were 30 admissions, and in December and January there were five more. The standard which these young men had to reach was one which required a regular attendance upon instruction in the class for a period of six or seven months, and it can hardly be matter for surprise if the result of their examination shows that they were quite unfit to pass. This class can never become efficient till attendance from the opening of the session is rigidly enforced. Such a rule might doubtless operate hardly on some already in the service of Government, who find a difficulty in obtaining the necessary period of leave; but if candidates are really to come up to the standard of the examination prescribed for them, I do not think that the rule can be relaxed.

The fees collected during the year amounted to Rs. 9,620-7-6, and the expenditure to Rs. 39,346-0-9, the corresponding figures for the previous year being Rs. 6,565-8 and Rs. 30,416. The advance in the pay of the professors, according to the rule of their grades, accounts for a portion of this increase in the expenditure; but the actual expenditure of 1871-72 was considerably below the estimated expenditure, owing to the saving effected by the arrangements made when Mr. Scott proceeded to Europe on leave.

The following is a classification of the students of this department according to the social position of parents and guardians:—

Belonging to the upper classes ..	...	...	...	...	2
Ditto middle ditto ..	...	...	...	...	132
Ditto lower ditto ..	...	...	...	...	1
Total					135

The annual examination of the first and second-year classes was held in May, and the results are given below. In the first-year there were 67 students, and of these 4 left the College before the examination, 8 were absent, 2 were turned out for copying, and 3 withdrew before the examination was finished. Of the others, 36 were promoted to the second-year class, two received certificates as Sub-Overseers, and 12 failed.

In the second-year class there were 31 students, of whom three left the College before the examination, 7 were absent owing to sickness, and 2 were turned out for copying. Of the others, 18 were found fit for promotion to the third-year class, and 1 failed. Two of the absentees were subsequently promoted in the recommendation of the professors, and 2 others obtained appointments as survey teachers, and 1 of those who failed to pass for a licence received a certificate for the grade of Sub Engineer.

The College thus turned out during the year eight Assistant Engineers, one Sub-Engineer, and two Sub-Overseers.

Scholarships of Rs. 50 each were awarded to five of the licentiates, tenable for two years, during which time they will be attached to works in progress at the Presidency for the

Presidency College.

purpose of acquiring some practical knowledge of their profession, and two others were appointed to survey teacherships in schools.

Three of the scholarships for licentiates of 1871 were not awarded, as only two out of 13 candidates passed the examination in that year. Under these circumstances the Lieutenant-Governor directed that the amount of these three scholarships (Rs 150 a month) should be appropriated for the temporary establishment of 15 scholarships of Rs. 10 each, and that five of those scholarships should be awarded to the five best students (not already holding scholarships) of each class, and be made tenable from 1st October to 31st May. Accordingly an examination of all the non-scholars was held in the beginning of February, and upon the result of this examination the 15 scholarships were awarded. The Lieutenant-Governor further directed that in future years when any licentiate scholarships remain unawarded, the saving should be appropriated in establishing scholarships of Rs 20 or 25 a month for students who, having passed the First Arts Examination, wish to join this department, and of Rs. 15 or 12 a month for students who stood high in the Entrance Examination.

The following is Mr. Downing's report of the field work of the first-year class:—

"The first-year class commenced field work on Monday, the 1th November 1872. The class consisted of 85 students, and a special class, instituted by His Honor the Lieutenant-Governor for the benefit of candidates for the Subordinate Civil Service Examination, was amalgamated with it. There were 39 students in this special class, thus making a total of 124 under my charge. Taking this large number into consideration, it was deemed advisable to divide the class into two sections; the 1st division consisted of ten parties of the College students, and the 2nd division included the remaining seven parties of the College students and the special class, in which were five parties.

"Each division worked three days a week in the field; in preceding years I have always had four days a week for each party. Consequently, although the students have surveyed as large an area as usual, they were unable to enter into the same amount of detail as heretofore. As soon as the parties had overcome the preliminary difficulties, such as chaining and ranging a straight line and reading the prismatic compass, the following surveys were executed:—

- I.—A survey of the external boundary of Fort William.
- II.—A survey of the entire Calcutta Maidan.
- III.—A survey of Hastings, "Coolie Bazar"
- IV.—A survey of the Eden Gardens.

"These surveys occupied the class until the 24th of December 1872, the 1st division having been actually engaged in the field for 23 days and the 2nd division for 20 days.

"On the 4th January 1873 I commenced instruction in levelling; when the students were tolerably expert in adjusting the level and reading the staff, they made several sections, including one round Fort William, taking sights upon the survey pegs, and a section from Esplanade Row to Tolly's Nullah, a distance of about two miles.

"Finally, to ascertain what reliance could be placed upon the students' practical knowledge of the art, I determined the difference of level between two fixed points about one mile apart; and then directed each party to level between these two points. The result was, in my opinion, very satisfactory, the greatest error was 0.36 feet, the average discrepancy being 0.09 feet, whilst many of the more painstaking students obtained far superior results."

The following is Mr. Scott's report of the survey work of the second and third-year classes:—

"The survey work of the second and third-year classes commenced at Barrackpore on the 4th November 1872, and continued till the 22nd January 1873. The area surveyed by each class is not so large as usual, partly because the time spent in camp (which generally lasts till the first week in February) was shorter than usual, but principally on account of the great prevalence of sickness (diarrhoea, cholera, and malarious fever) all through the season. I am sorry to say one student, one of the most promising of the second-year class, died of malarious fever on the 29th November 1872.

"The third-year students made a complete survey of the cantonments of Barrackpore to a scale of 200 feet to an inch, or 26 inches to one mile; and they afterwards extended their work along the banks of the Hugly to Manirampur, the head works of the Calcutta water-supply system. Several sections were made in different directions through cantonments, showing the system of drainage adopted; but as this is now in a transition state, and our time was curtailed at the end of the season, no very complete result has been attained. Next year when the new system of drainage is complete, it will be more intelligible to the students, and make a better appearance on their drawings.

"The second-year class, commencing on the parade ground, worked out in an easterly direction to a distance of about three miles beyond the Eastern Bengal Railway, making the total area surveyed by the two classes about seven square miles. Several smaller surveys were also done by this class, including two measurements of the River Hooghly with sections of the bank on either side, for the Director-General of Telegraphs, and plans of all the gardens belonging to the Cantonment Fund, for the Cantonment Magistrate. These bits of extra work

Sanskrit College.

"The amount of fees collected during the year was Rs. 23,888, and the total expenditure was Rs. 19,919-18-3, leaving a surplus of Rs. 3,968-2-9.

"Forty-two boys from the 1st class were sent up to the Entrance examination, of whom 27 were successful,—8 being placed in the 1st division, 11 in the 2nd, and 5 in the 3rd. Of the 15 unsuccessful students 8 failed in English, 1 in Sanskrit, 3 in History and Geography, and 7 in Mathematics. Seven boys of the first division obtained junior scholarships, viz. two of the 2nd grade, four of the 3rd grade, and one Laha scholarship. As none of the boys gained a first-grade scholarship, the result might appear not so satisfactory. But as a matter of fact the school carried off a larger number of scholarships than any other school, although none happened to be of the highest grade.

"The examination of the other classes were conducted by some of the Professors of the Presidency College, and the head-masters of the Hindu School and Hare School, and the result was generally satisfactory; the 5th class and a section of the 4th having only failed in History and Geography."

SANSKRIT COLLEGE.

(FOUNDED 1824.)

From the Report of the Officiating Principal, Pandit Mahesa Chandra Nyayaratna

NUMBER OF PUPILS.—The College consists of a College and a School Department. On the 31st March 1873 there were, in the former department, 26 pupils, and in the latter 203, making an aggregate of 229. The corresponding numbers on the 31st March 1872 had been 23, 208 and 231 respectively. During the year under report the average number of pupils in the College Department was 23, with an average daily attendance of 21, and the corresponding numbers in the School Department were 193 and 117 respectively.

RACE AND CREED, &c., OF THE PUPILS.—By race and creed the pupils were all Hindus. During the last, as in previous years, the Brahmans predominated over the other castes. It was in March 1863 that all caste restrictions about admission into the College were done away with. The percentage of Brahman as compared with non-Brahman pupils in the College on the 31st of March every year since that date is given in the annexed tabular statement:—

March 1863	{ Brahman	65
	{ Non Brahman	35
March 1864	{ Brahman	57
	{ Non Brahman	63
March 1865	{ Brahman	51
	{ Non Brahman	61
March 1866	{ Brahman	60
	{ Non-Brahman	50
March 1867	{ Brahman	61
	{ Non-Brahman	59
March 1868	{ Brahman	62
	{ Non-Brahman	58
March 1869	{ Brahman	64
	{ Non-Brahman	36
March 1870	{ Brahman	60
	{ Non Brahman	40
March 1871	{ Brahman	65
	{ Non-Brahman	45
March 1872	{ Brahman	66
	{ Non-Brahman	34
March 1873	{ Brahman	67
	{ Non-Brahman	33

The results of the above table may be taken as a rough approximation to the comparative demand for Sanskrit learning that exists among the Brahman and non-Brahman castes in Bengal. It is true the Sanskrit College is not now what it used to be formerly, the only public institution in the country which imparts a knowledge of Sanskrit to its pupils, so that a generalization from facts relating to this College alone may be thought to represent most inadequately the general state of feeling throughout Bengal in regard to Sanskrit. But, then the majority of the pupils (many of whom are Brahmans again) who learn Sanskrit in other institutions, learn it simply because the University requires it, and just as much only

Reports of Colleges

as suffices for the examinations, while all who enter the Sanskrit College must be presumed to enter it because their parents or other guardians wish them ultimately to become learned in the honored classical literature of their country. The statistics of this College alone, therefore, would seem to justify a general inference about the entire country. It appears, then, that the demand for Sanskrit learning is even at the present day greater among the Brahmans than among all the other castes of Hindus taken together. This is no more than what would be expected from the past history of the Hindu race. The new elements introduced into the civilisation of the country by the Muhammadan, and subsequently the British conquest, have profoundly modified, and in future will modify yet more, the condition and mode of life of the Brahman as well as the other sections of the Hindu community. The Brahman has been gradually adapting himself to the new conditions of life; he has been fast taking to all sorts of secular pursuits, and turning his high inherited intellectual aptitudes into fresh channels. While food was cheap, and education was not only gratuitous but carried with it free board and lodging, and while a knowledge of Sanskrit commanded so vast a social consideration that the proudest of the land fell at the feet of the learned Brahman and vied with one another as to who should do most to supply his simple wants by liberal grants of land or other benefactions, men were content to be poor, and to spend years of painful toil in the acquisition or teaching of hard Sanskrit lore. But old ways of life have been changing (it is desirable they should change), and the old institutions of the country have been giving way to those of a new kind. Unless new careers, more in harmony with the spirit of the times, be opened out, therefore, to eminent Sanskrit scholars, the race of such scholars will inevitably become extinct at no distant date. Under such circumstances it is not to be wondered at that the Sanskrit College rolls should not exhibit year by year any increase in the number of its pupils.

SOCIAL POSITION OF BOYS.—A tabular statement showing the social status of the pupils has already been forwarded. A summary of it is subjoined.

Summary.

		Pupils belonging to the upper classes	Pupils belonging to the middle classes	Pupils belonging to the lower classes	Total
<i>College Department</i>					
Hindus		3	28		31
<i>School Department</i>					
Hindus		9	190	4	203
Total		12	218	4	234

TEACHING STAFF.—In addition to the Principal, the tutorial staff in the College Department consisted of three Sanskrit Professors and one English Lecturer. There was also an Assistant Professor of Sanskrit, who had duties, however, in the School Department likewise. In the School Department there were eight pandits, six English teachers, and a surveying master. This last officer was appointed in January last on the opening of a surveying class.

RACE AND CASTE, &c., OF THE TEACHING STAFF.—The teaching staff consisted wholly of Hindus—17 being Brahmans, 3 Kayasthas, and 1 a Suvarnabanik.

REDUCTION OF EXPENDITURE AND CHANGES IN THE COLLEGE STAFF.—By the orders of Government, under date the 4th March, and dated 17th May 1872, one of the two lecturerships in the College Department was abolished, and the number of Sanskrit professorships was reduced from four to three. There was a further saving made of Rs. 100 a month under the head of scholarships and other miscellaneous charges. The savings effected amounted altogether to Rs. 400 a month. Out of this sum, however, a personal allowance of Rs. 50 a month was allowed to one of the Sanskrit Professors, Pandit Mahesa Chandra Nyáyaratna. The reduction in the number of Sanskrit professors was accompanied by a re-distribution of the professor's duties, Pandit Mahesa Chandra Nyáyaratna being entrusted during the year with the teaching of *Smṛiti* (Hindu law) and *Alankara* (Rhetoric), and Pandit Tara Nath Tarkavachaspati with that of *Darsana* (Hindu philosophy) and *Vyakarana* (Grammar), while Pandit Dvārakā Nath Vidyabhushan continued, as before, professor of *Sāhitya* (literature).

Besides these changes there were several others of a temporary character. The Principal, Babu Prasanna Kumara Sarvadhikari, was appointed in December last to officiate as Inspector of Schools in the Rajshahi Circle, and Pandit Mahesa Chandra Nyáyaratna was at the same time appointed to officiate as Principal in addition to doing his usual duties as a professor. As the Principal's departure left only the single English lecturer to carry on the work of

Sanskrit College.

teaching the English subjects in the 1st and 2nd-year classes, Babu Beni Madhav Dé, M A, who, since the abolition of his place as a lecturer in the College Department, had been 3rd master in the School Department, was deputed to do duty in the College Department *pro tempore*, the 4th and 5th masters at the same time taking a step higher each, and a new man, Babu Jadu Nath Mukhurji, being appointed to act as 5th master.

FEES.—In the College Department the students pay schooling fees at the rate of Rs. 5 a month. The 3rd and 4th year pupils, however, have, agreeably to your orders, to pay no fees to this College; and at the Presidency College, where they learn their English subjects, they pay fees at the rate of Rs. 6 a month, i. e., half the usual rate that obtains there. The aggregate collections in this department during the year amounted to Rs. 1,021. In the School Department the holders of vernacular scholarships, whose number was at the end of the year eleven, pay no fees; the sons of *bond fide* pandits, to the number of 100, pay at the rate of one rupee per mensem; the pupils of the beginners' class pay at the rate of Rs. 2, and all the other pupils pay at the rate of Rs. 3. The total amount of fees realized amounted to Rs. 3,994.

GOVERNMENT ASSIGNMENT.—The Government grant for the institution is Rs. 26,118, of which the amount actually expended during the year was Rs. 21,127-13-3.

EXPENDITURE.—The total outlay on the College Department was Rs. 13,639-9-0, and on the School Department Rs. 12,503-4-3, making a grand total of Rs. 26,142-13-3.

ENDOWMENT.—The only endowment attached to the institution is a private endowment by Mr. E. B. Cowell, late Principal of the College, of the monthly value of Rs. 5, to be awarded in the form of a scholarship for proficiency in Sanskrit.

TIME FOR STUDY.—The hours of study are given in the table annexed below:—

CLASS	Time for Sanskrit in a week	Time for English in a week	Time for Bengali in a week	Total time for study in a week
<i>College Department</i>				
M A Class	15 hours			15 hours
4th-year Class	5 "			5 "
3rd " "	11 "			11 "
2nd " "	5 "	21½ hours		26½
1st " "	13 "	15½ "		28½
<i>School Department</i>				
1st Class	4	2½ "		28½ hours + 5 hours for survey
2nd " "	11	17½ "		28½ hours + 5 hours for survey
3rd "	13½ "	15 "		28½ hours
4th " "	14 "	14½ "		28½ "
5th " "	13½ "	15 "		29½ "
6th " "	14 "	14½ "		28½ "
7th " "	13½ "	9 "	6 hours	28½ "
8th " "	1½ "	7½ "	6½ "	28½ "
9th " "	14½ "	7½ "	7½ "	28½ "
10th " "	10 "	6 "	12½ "	28½ "

In the lowest section of the last class Sanskrit is not taught.

UNIVERSITY EXAMINATIONS.—*Entrance Examinations.*—At the last Entrance Examination there were 14 candidates, of whom 7 passed—1 in the 1st, 5 in the 2nd, and 1 in the 3rd division.

First Arts Examination.—The College sent up 8 candidates to the First Arts Examination. Of these 1 passed in the 2nd and 1 in the 3rd division.

The candidate who passed in the 2nd division obtained a second-grade senior scholarship. Since the transfer of the English studies of the 3rd and 4th-year students to the Presidency College, the First Arts standard has been the highest standard of instruction in English in the College.

B.A. Examination.—Four 4th-year students, who, under the recent arrangements, attended English lectures at the Presidency College, appeared from that College at the last B.A. examination. Two out of the four, passed one in the 1st and the other in the 2nd division.

Honor and M. A. Examinations.—There were no candidates last year at these examinations.

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COLLEGE EXAMINATION SCHOLARSHIPS AND PRIZES.—The College examinations were conducted and scholarships and prizes awarded as usual. The following students obtained scholarships, and the values of these scholarships are set down against the students' names:—

	<i>Graduate.</i>	<i>Ra.</i>
1 Umesá Chundra Batanyál	...	50
1 Satya Charan Ráy	...	25
	<i>Senior.</i>	
1 Nakulesáur Bhattacháryya	...	14
1 Upendra Náth Mukhopádhyaý	...	12
Jnánendra Náth Dás	...	10
Síva Nárayán Mukhopádhyaý	...	10
Mahendra Náth Dutta	...	10
Hiraprasád Bhattacháryya	...	10
Guru Dás Chattopádhyaý	...	10
Mádhvan Chandra Míttra	...	10
7 Sarach Chundra Gupta	...	10
	<i>Junior.</i>	
Káli Dhan Bhattacháryya	...	8
Sasibhushan Koár	...	8
Sripatí Chuttopádhyaý	...	8
Kadár Náth Basu	...	8
Mahendra Náth Bhattacharyya	...	8
Aghornath Bandyopadhyay	...	8
Atul Chandra Batanyál	...	8
8 Purna Chandra Chakravarti	...	8
19		235

Books to the value of Rs. 150 were awarded to the successful pupils of the junior classes.

LIBRARY.—Several valuable additions, Sanskrit and English, were made to the library in the course of the year.

COLLEGE OF MUHAMMAD MOHSIN, HUGHLY.

(FOUNDED 1836.)

From the Report of the Principal, Mr. R. Thwayles, M.A.

GENERAL.—The following is a summary of the receipts and expenditure in all the departments during the past year:—

	<i>Receipts.</i>	<i>Ra.</i>	<i>A.</i>	<i>P.</i>	<i>Ra.</i>	<i>A.</i>	<i>P.</i>
GENERAL	{ intrest of endowment in Government securities...	45,816	0	0			
	{ One-ninth share proceeds of the Sayyidpúr estate	4,474	12	0			
					50,290	12	0
COLLEGE	{ Tuition fees, &c. ...	6,127	6	0			
	{ Rani Katiani's scholarship ...	300	0	0			
	{ Zepindari scholarship ...	192	0	0			
	{ Laha scholarship ...	300	0	0			
					6,919	6	0
LAW	Tuition fees, &c. ...				3,391	4	0
MADRASAH	Tuition fees, &c. ...				88	2	0
COLLEGIATE SCHOOLS	{ Tuition fees, &c. ...	11,962	8	0			
	{ Government allowance for salary of second teacher of drawing and surveying ...	599	15	11			
					12,562	7	11
CIVIL SERVICE DEPARTMENT.	{ Tuition fees, &c. ...	4,336	4	0			
	{ Government allowance for furniture ...	1,500	0	0			
	{ Ditto ditto for gymnastic apparatus ...	1,000	0	0			
	{ Ditto ditto for apparatus for lectures on drawing and surveying ...	1,000	0	0			
	{ Ditto ditto for chemicals ...	300	0	0			
	{ Riding fees realized from students ...	1,014	0	0			
	{ Government allowance for purchase of ponies ...	550	0	0			
	{ Ditto ditto for salaries of teachers, &c. ...	4,317	8	10			
					14,017	12	10
Total					87,264	12	9

College of Muhammad Mohsin, Hughly.

		<i>Expenditure.</i>		Rs. A. P.		Rs. A. P.	
COLLEGE	Salary of Principal	...	...	15,000	0 0		
	Salaries of Professors	...	...	20,641	14 11		
	Salary of Arabic Professor	...	...	2,400	0 0		
	Salary of Sanskrit Professor	...	...	1,800	0 0		
	Share of contingencies	...	...	848	2 6		
	Share of office establishment	...	...	1,346	6 10		
	Scholarships—(Rani Katiani, Zemindari, and Laha)	...	...	641	0 9		
LAW	Salary of Law Lecturer	...	...			42,677	9 0
MADRASAH	Salaries of Moulvies	...	...	3,688	11 4	2,400	0 0
	Arabic scholarships	...	...	1,332	12 5		
						5,021	7 9
COLLEGIATE SCHOOL	Salaries of teachers	...	...	17,747	3 8		
	Ditto of Persian teachers	...	...	1,624	0 0		
	Ditto of Pundits	...	...	2,052	0 0		
	Salary of 2nd teacher of drawing and surveying	...	...	559	15 11		
	Anglo-Persian scholarships	...	...	1,636	11 4		
	Share of contingencies	...	...	848	2 6		
						1,346	6 10
						25,854	8 3
CIVIL SERVICE DEPARTMENT.	Salaries of teachers	...	...	4,098	14 8		
	Ditto of servants	...	...	218	10 2		
	Purchase of furniture	...	...	984	13 9		
	Ditto of ponies and their feeding	...	...	1,011	9 6		
	Ditto of gymnastic apparatus	...	...	611	2 3		
	Ditto of surveying ditto	...	...	614	13 6		
						175	0 0
						7,714	15 10
Total						83,668	8 10

COLLEGE, GENERAL DEPARTMENT.

CHANGES IN THE ESTABLISHMENT.—Mr. E. Lethbridge, Professor of English Literature, was transferred to the Presidency College in August, and Mr. F. J. Rowe, B.A., was transferred from Dacca to the post vacated by Mr. Lethbridge.

On the 1st of March Mr. R. Parry, Professor of Philosophy, obtained sick leave of absence for twelve months, and on the 15th of the same month Mr. J. Willson, B.A., of Trinity College, Dublin, was appointed Professor of Chemistry and Botany.

The following table gives the number of students on the rolls on the 31st of March during the last three years:—

	1871.	1872.	1873.
Honor Class	1	1	1
4th-year Class	20	19	17
3rd-year "	15	15	10
2nd-year "	52	72	34
1st-year "	64	85	55
Total	152	142	120

or arranging them according to their religion:—

	1871.	1872.	1873.
Christians	1	1	3
Muhammadans	21	25	21
Hindus	130	116	96

From which it will be seen that there has been a decrease of 20 Hindus since 31st March 1872, and 34 since 31st March 1871. The Muhammadans are the same as they were in 1871, but there is a decrease of 4 since 31st March 1872, while there has been an increase of 2 Christians. This diminution in numbers I attribute to the importance now attached to a knowledge of Engineering and Surveying, also to the opening of the Native Civil Service classes, which induced many of the students, especially from the 1st and 2nd years, to transfer themselves to that department.

Classifying the students of the different departments according to the social position of their parents or guardians, the following result is arrived at:—

	College.	Law Department.	Madrassah.	Collegiate School.	Civil Service Department.	Branch School.	Total.
Upper classes of society	1	1	.....	19	1	.....	23
Middle classes of society,	113	54	19	389	109	281	864
Lower classes of society, or "the Masses"	7	4	5	37	3	5	61
Total	120	59	24	445	113	286	1,047

Reports of Colleges.

The following statement gives the number of students studying the different languages :—

English	..	..	..	..	..	120
Sanskrit	..	..	..	..	..	101
Arabic	..	..	..	..	..	7
Persian	..	..	..	..	..	2

FEES.—The monthly tuition fee is one rupee for Muhammadans and five rupees for all other denominations. The fees collected during the last year amounted to Rs. 6,127-6-0, being less than the fees collected in 1871-72 by Rs. 1,643-5-0. This is due to the diminished number of students as explained above. The expenditure was Rs. 42,036-8-3, making the monthly cost of educating each pupil Rs. 29-5-9.

EXAMINATIONS.—The 1st-year class, consisting of 24 students, were examined by the officers of the College. All the scholarship-holders were recommended and allowed to hold their scholarships for another year.

FIRST ARTS.—Forty-six students of the 2nd-year class were allowed to compete at this examination; of these 45 appeared and only 11 were successful—2 in the 2nd, and 9 in the 3rd division. The students noted in the margin gained scholarships. This result cannot be looked on as satisfactory. Probably the change of the Professor of Literature near the end of the session may in some measure account for it. Of the unsuccessful candidates, 27 failed in English, 17 in the 2nd language, 14 in History, 18 in Mathematics, and 22 in Philosophy.

Rakhal Chandra Basu
Tinkari Bandyopadhyay.

The 3rd-year students, 14 in number, were examined by the officers of the College. The scholars were allowed to hold their scholarships for another year.

Twenty-two candidates of the 4th year appeared at the B A. Examination and ten were successful—6 in the 2nd and 4 in the 3rd division; of the failed students 8 were plucked in English, 4 in the 2nd language, 2 in History, 9 in Mathematics and Natural Philosophy, 9 in Mental and Moral Philosophy, and 6 in the optional subjects. The Laha graduate scholarship has been awarded to Abul Khair, who stood first among the candidates from Hughly, and he is now studying Arabic for the next Honor Examination.

HONORS.—Sasibhushan Chaudhuri, the holder of the Laha graduate scholarship, took up English literature for this examination, and was placed second in the 2nd class.

LAHA SCHOLARSHIPS.—The following held studentships, value Rs. 5 each :—

1. Kalprasanna Mukhopadhyay	4th year.
2. Umacharan Kar	Law Department
3. Nandalal Sinha	C. S. Department.
4. Banamali Pal	Ditto.
5. Rasaraj Chakravarti	Ditto.

LIBRARIAN'S REPORT.—Number of volumes on the shelves :—

31st March 1872	..	..	..	..	..	6,727
Ditto 1873	..	..	..	..	..	6,809

showing an increase of 82 volumes. In the course of the year—

Books circulated among the officers of the College ..	696 vols.
Ditto in Civil Service Department ..	44 "
Ditto in Branch School ..	11 "
Ditto among gentlemen unconnected with the College ..	156 "
Ditto among students of the College Department ..	702 "
Ditto ditto School do. ..	214 "
Ditto ditto Law do. ..	53 "
Ditto ditto Civil Service do. ..	8 "
Total ..	1,884

This statement does not include the books daily borrowed both by masters and students for the purposes of reference. Comparing this return with last year's, there has been a remarkable falling off in the number of volumes circulated among the students of the College; the number is 702 against 1,787. There has been no change in the rules under which the books are issued, so that I can only account for it by the unsettled state into which the classes were thrown by the opening of the Civil Service Department.

LAW DEPARTMENT.

The following is a statement of the number of students in the Law Department on the 1st April 1871-72 and 1872-73 :—

	1871-72.	1872-73.
Muhammadans ..	12	15
Hindus ..	48	44
Total ..	60	59

College of Muhammad Mohsin, Húghly.

A statement of the social position of the parents or guardians of the students will be found in the beginning of this report.

A uniform fee of Rs. 5 per mensem is charged to all students of the Law Department. The fees collected during the last year amounted to Rs. 3,391-4, against Rs. 3,635-12-0 of the previous year, showing a decrease of Rs. 244-8-0. The expenditure during the year was Rs. 2,400.

EXAMINATION.—Nine candidates went in for the B.L. and 8 for the L.L. examination; of these 3 were successful for the B.L. and 8 for the L.L.

CIVIL SERVICE DEPARTMENT.

On the 1st of August 1872 classes were opened for giving instruction in a short course of Land Surveying, Engineering, Botany, Chemistry, and Law, to students desirous of entering the Government Subordinate Executive Service. From that date to the 17th February, when the examination took place, the admissions were 5 Christians, 22 Muhammadans, and 164 Hindus; the withdrawals were 1 Muhammadan and 12 Hindus; transfers to other institutions were, 2 Muhammadans, 9 Hindus; and dismissals for various causes, principally the non-payment of tuition fees, were, 2 Christians, 3 Muhammadans, and 51 Hindus; so that at the time the examination took place there were on the rolls 3 Christians, 16 Muhammadans, and 94 Hindus. The social position of these students will be found in the report of the College.

EXAMINATION.—113 students were allowed to go into the examination which was held in February last. Of these 62 were successful, 28 were placed in class I, 15 in class II, and 19 in class III. One hundred and ten students joined the riding and walking classes; of these 63 gained certificates of riding and 18 walking certificates. 92 students attended the gymnastic class, and 58 gained certificates of proficiency.

FEES.—The tuition fee is Re. 1 for Muhammadans and Rs. 5 for all others. The tuition fees amounted to Rs. 4,336-4-0 and the riding fees to Rs. 1,014. This latter sum has been drawn on for the expenses of the ponies. The expenditure for salaries, furniture, &c., was Rs. 7,714-15-10.

COLLEGIATE SCHOOL.

The number of students on the rolls on the 1st April 1871-72 and 1872-73 were—

	1872.	1873
Christians	11	12
Muhammadans	100	121
Hindus ...	338	312
Total	449	445

showing an increase of 1 Christian, 21 Muhammadans, but a decrease of 26 Hindus. The average number of pupils on the rolls during the year was 439.1, against 405.6 of the previous year, and the daily average attendance for the same periods was 351.2 and 330.6 respectively. The social position of the parents and guardians of these students will be found by a reference to the general statement under the head of College.

• TUITION FEES.—The Muhammadans pay a fee of Re. 1 per mensem in all the classes; all others pay Rs. 3 in the four upper classes, and Rs. 2-8 in the 5 lower classes. The fees collected during the year amounted to Rs. 11,962-8-0, against Rs. 11,285-9-0 of the previous year, showing an increase of Rs. 676-15-0. If the Muhammadans had paid the full fee, an additional sum of Rs. 2,255-8-0 would have been received, so that the total sum from fees may be put down at Rs. 14,218. This, together with the Government allowance, Rs. 6,000, gives Rs. 20,218 to meet the expenses of the school. The total expenditure was Rs. 25,554-8-3. This sum includes the salaries of the Persian teachers, Rs. 1,624, the salary of the drawing and surveying master, Rs. 599-15-11, and the sum drawn on account of the Anglo-Persian scholarships, Rs. 1,636-11-4, aggregating Rs. 3,860-11-3, leaving Rs. 21,993-11-4, which exceeds the receipts by Rs. 1,775-13-0. The average cost of educating each student was Rs. 4-9-6, and the cost to Government Rs. 1-4.

ENTRANCE EXAMINATION.—Sixty-seven students went into this examination and 32 were successful 8 in the 1st, 16 in the 2nd, and 8 in the 3rd division. The students noted in the margin obtained scholarships. Of the failed students, 24 were plucked in Literature, 18 in the 2nd language, 17 in History and Geography, and 14 in Mathematics.

FOUNDATION SCHOLARSHIPS.—The foundation scholarships were awarded on the results of the last annual examination of the school classes to the following students:—

9th-Year Class.		Rs.
1. Mashar-ul Anwar	...	5
2. Shoikh Jilahi Bakhsb	...	5
3. Abul Husain	...	5
4. Husain Askari	...	5
5. Abd-ul Aziz	...	5
6. Ghulam Rabbani	...	5
7. Abd-ur-Rahim	...	5
8. Aman Ali	...	5

*Reports of Colleges.**8th-Year Class.*

	Rs.		Rs.
9. Abd-ul-Jalil	5	12. Abd-ul-Aziz	4
10. Mahammad Mirza	4	13. Muhammad Absaidullah	4
11. Badiuz Zaman	4	14. Safat Ali	4

7th-Year Class.

	Rs.		Rs.
15. Sayyid Abul Buzl	5	18. Daleer-ud-Din	4
16. Vutteh Haidar	4	19. Ghulam Muhammad	4
17. Mirza Omrow Ali	4	20. Mazhur Ali	4

6th-Year Class.

	Rs.		Rs.
21. Muhammad Martaza	4	23. Sayyid Laik-ud-Din	4
22. Aziz-ur-Rahman	4	24. Ahmad Ismail	4

5th-Year Class.

	Rs.		Rs.
25. Sheikh-Mubin-ul-Huq	3	27. Ali Wazzaman	3
26. Abd-ul-Huq	3	28. Abd-ul-Hasib	3

The following statement shows the number of students studying the different languages in the Collegiate School:—

English	445	Arabic	29
Sanskrit	144	Persian	43
Bengali	200	Urdu	29

MADRASAH.—On the 9th December Maulvi Delawar Husain, Head Maulvi, obtained leave of absence for six months to go on a pilgrimage to Mecca and Medina, and in the same month Maulvi Khabiruddin was appointed to officiate in his place.

On the 1st of April 1872 there were 32 students on the rolls, and on the same day in 1873 there were 24, so that there was a falling off of 8 students. During the year there were 12 admissions, 7 withdrawals, and 13 were struck off for long absence. The average number of pupils on the rolls was 27·5, and the daily average attendance was 22·2. The social position of the guardians of the students is given in the general tabular statements under that head.

TUITION FEES.—The monthly fee is 8 annas for non-scholarship-holders. The amount of fees collected during the year was Rs. 83-2-0, against Rs. 137-6-0 of the previous year, and the expenditure was Rs. 5,021-7-9, making the monthly cost of each pupil Rs. 11-2-10.

EXAMINATION.—Fifteen students competed for scholarships at the last annual examination, and scholarships were awarded to the following students:—

1st Class.

	Rs.		Rs.
1. Abdur Razzaq	10	4. Luth-ful-Rahman	10
2. Amjad Ali	10	5. Sadraddin	10
3. Kalimuddin	10	6. Tofail Ahmad	10

3rd Class.

	Rs.		Rs.
7. Abd-ul-Majid	6	9. Abd-ul-Hadi	6
8. Mujibullah	6	10. Abdul Jahl	6

HUGHLY BRANCH SCHOOL.—In July Babu Priya Nath Ghosh, fourth master, was transferred to the Howrah School, and Babu Rassik Lal Datta, 12th Master of the Hare School, was appointed to the post vacated by Babu Priya Nath.

On the 1st April 1872 there were 255 students, all Hindus, on the rolls, and on the same date in 1873 there were one Muhammadan and 285 Hindus on the rolls, giving an increase of 31 students. The average number on the rolls was 260·3, and the daily average attendance 210·92. The social position of the guardians of these pupils may be found by a reference to the general tabular statement under the head of College.

Two hundred and eighty-six students studied English, 141 Sanskrit, and 145 Bengali.

TUITION FEES.—The students pay a uniform fee of Rs. 2 per mensem, and the amount collected during the last year was Rs. 6,445-14-6, against Rs. 5,751-12-0 of the previous year, showing an increase of Rs. 694-2-6.

The following is a summary of the receipts and disbursements during the year:—

Receipts.

	Rs.	A.	P.
Government allowance	3,000	0	0
Tuition fees	6,445	14	6
			9,445 14 6

Disbursements.

Salaries of teachers	7,085	11	9
Salaries of pandits	600	0	0
Salaries of servants	324	0	0
Contingencies	861	8	0
			8,321 8 9

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The total cost of educating each pupil was Rs 2-10-7, and the cost to Government Rs. 0-9-7.

ENTRANCE EXAMINATION—Twenty-six students went in to this examination, and 8 only were successful, 2 were placed in the 1st, 4 in the 2nd, and 2 in the 3rd division. Two boys in 1st division, Prosaddas Malik and Rakhaldas Sen, obtained scholarships.

Of the failed candidates 12 were plucked in English, 5 in the second language, 12 in History and Geography, 9 in Mathematics.

The other classes of the school were examined by the officers of the College and the branch school; the results were generally satisfactory.

DACCAL COLLEGE

(FOUNDED 1841)

From the Report of the Officiating Principal, Mr. A. W. Croft, M.A.

The past year has been marked by the retirement of the Principal, Mr. W. Brennan, from whom I received charge on the 6th January 1873.

The other important change in the College staff was the transfer of Mr. F. J. Rowe to Hughly on the 8th of August 1872. His place was not supplied; and from that date the work of the College has been carried on with one professor less than the regular strength. Temporary arrangements were made by dividing Mr. Rowe's work between three of the masters in the School Department, who undertook these duties in addition to their own, relief being afforded them by a re-distribution of work in the school, and by the appointment of a new teacher for the lowest class. Mr. Rowe had not been in charge of either the First Arts or the B.A. class; his transfer therefore did not injuriously affect those classes at the late University examinations.

GENERAL DEPARTMENT—The number of students on the register at the end of the year was 124; of whom 122 are Hindus, 1 is a Muhammadan, and 1 a Christian. The number at the close of the previous year was 102; the increase of 22 students being accounted for as follows. My predecessor pointed out in his report for last year that the number of admissions to the College Department had fallen ten below the average, this deficiency has been restored in the year under review; and the balance is explained by the fact that an honor class, now consisting of ten students, has lately been set on foot.

The 124 students are distributed in the following classes—

	Average of seven previous years	
1st year	44	15
2nd year	44	14
3rd year	16	12
4th year	11	11
Honor class	9	
	124	118

It will be seen therefore that the number and the distribution of the students vary very slightly from year to year. The establishment of an honor class is in reality no new thing, as one or two students have generally remained in College each year after taking their B.A. degree in order to read the honor course. Their names, however, have not hitherto been borne on the register, as no fees were exacted from them. But under the present system the whole class of ten students pay the full College fee of Rs. 5 a month. As usually happens, that which has to be paid for is highly valued, and the class is unprecedentedly full. It consists in great part of teachers in the many schools of Dacca, who desire to better their position by the help of the highest University degree.

The 122 Hindu students are distributed among the following castes—

Brahmans	
Vaidyas	
Kyasthas	
Navasaks	
Lower castes	

Since the establishment of the College in 1841 there has never, it is believed, been more than 3 Muhammadan students in the College at one time—a fact possibly due to the absence of an opulent or comfortable middle class. The single Muhammadan now in College is perhaps the most promising of all the second-year students.

Classified according to wealth or social position, they stand as follows:—

Upper class	1
Middle „	120
Lower „	2
Unknown	1

Reports of Colleges.

The students belong essentially to the middle classes ; and they are divided almost equally between (1) Government servants, (2) small zemindars and owners of realized property below Rs. 1,000 a year, and (3) professional men, such as pleaders, muktyars, writers, and bankers.

The tract of country which looks to Dacca for its higher education is indicated by the following table of admissions to the College during the past year :—

Dacca city and district	28	(or $\frac{28}{3}$ rds).
Districts Barisal, Mymensingh, Faridpúr, and Comilla	11	} (or $\frac{11}{3}$ rd).
Outlying districts (Sylhet and Cooch Behar)	3	
	<hr/> 42	

EXPENDITURE.—It has been found necessary, in consequence of late orders restricting the expenditure in the School Department, to have recourse to a somewhat artificial computation. In the subjoined accounts the College has been debited with a certain proportion of the salaries of some of the school-masters, those, namely, part of whose time during the past year has been spent in College work. For many years the senior pandit and the munshi have taken classes in the College, while their salaries have all along been charged to the school. Now that the expenditure in the latter department is confined within strict limits, it seems fair to charge the College with its share of the cost. Further, by the temporary arrangements resulting from Mr. Rowe's departure, his work was handed over to the higher teachers in the school. All these arrangements ceased on the 7th of January ; but for the intervening time the College is debited with a proportionate share of the salaries of these masters. It is hoped that in future there will be no necessity to recur to this objectionable system of divided accounts. An exception, however, might be made with advantage in the case of the munshi. Only one teacher is needed for the few Muhammadans who belong to the school and the College ; and though the Muhammadan boys in the school generally outnumber those in the College (at present by 14 to 1), yet in order to avoid complications, and having regard to the fact that higher qualifications are needed for teaching the College course, it seems advisable for the future to divide the munshi's salary of Rs. 40 a month equally between the two departments.

Understood in this way, the receipts and expenditure of the College stand as under :—

	Rs.	A.	P.
Gross expenditure	33,860	5	6
Fees and fines	6,474	0	0
Net expenditure	27,386	5	

The average number of students on the register throughout the past year has been only 100 ; for many months of the year it was little over 90 ; but the cost of educating each student has fallen considerably compared with former years.

The following table exhibits this comparison :—

	1870-71.	1871-72.	1872-73.
	Rs.	Rs.	Rs.
Gross expenditure	36,032	37,838	33,860
Fees and fines	6,715	6,614	9,474
Net expenditure	29,317	31,224	27,386
Annual cost of each student	283	303	274

Considering the diminished numbers of the students, the decrease in the cost of education is noteworthy, but it should not be misunderstood. Putting aside the minor economies insisted on in recent orders, which must be credited with their share of the result, the decrease is due partly to the retirement of the late Principal, and the substitution of officiating for substantive pay ; but mainly to the saving effected by Mr. Rowe's transfer, his share of the work having been for eight months of the year performed by cheaper agency. This change, as I pointed out above, did not affect the candidates at the last examination ; it may possibly affect those of the present year. Considerable savings cannot be effected without some risk ; and though the work of the College can be got through with its present reduced strength, yet it cannot be done with complete efficiency. Recent experience has shown me that if a professor is sick for even a few days, it becomes a matter of great difficulty to carry on the work. If another professor is appointed, the character and the cost of the education given in the College may be expected to rise together.

UNIVERSITY EXAMINATIONS.—For the First Arts Examination 43 candidates went up, of whom eleven passed. This very unsatisfactory result seems aggravated by the fact that 12 of the candidates were scholarship-holders, of whom 5 failed. The College therefore passed only 7 scholars out of 12, and only 4 non-scholars out of 31. The failures were general, and not confined to any one subject :—30 in English, 20 in Mathematics, 25 in Philosophy. The reason appears to be in the very unsatisfactory material of which the class was composed. The Principal and the professors constantly complained that they could make no progress with the class ; and though the result was more disastrous than was anticipated, yet success,

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was never looked for. The fact that of the non-scholars only 4 boys out of 31 could pass indicates an extremely low level of intelligence and of industry.

The results of the B.A. Examination were much more favourable, over 50 per cent. of the candidates being successful—a proportion higher than the average of the University. Out of 11 candidates 6 passed, 1 in the 1st division, 2 in the 2nd, and 3 in the 3rd. All the successful candidates are now reading for honors in this College.

SCHOLARSHIPS.—Of the 115 undergraduate members of the College, 36, or nearly one-third, are scholarship-holders, distributed as follows :—

1st year (including 2 private scholarships)	..	..	..	16
2nd year (including 1 private scholarship)	..	..	..	16.
3rd year .. .. .	..	..	..	3
4th year .. .. .	..	..	..	1

Of the 19 junior scholarships assigned at the commencement of the present session to the Dacca Division, 12 are now held in the College; the 3 senior scholarships awarded after the First Arts Examination are all held in the College. These numbers seem to indicate a growing tendency among the students of Eastern Bengal to stay by their own College, instead of migrating largely to the Presidency College as was formerly the custom. The same tendency is indicated by the fact that last year's 3rd-year class of 5 students has now grown into a 4th-year class of 12.

SCIENCE CLASSES.—In order to provide for the teaching of the alternative science subjects in the First Arts and B.A. examinations, Babu Priya Nath Basu, Sub-Assistant Surgeon of Azimganj, was appointed, in December last, Lecturer in Botany and Chemistry. He was not, however, relieved for some time; and did not join his appointment until March. By this time the 2nd-year students, who had the option of taking up either Chemistry or Psychology for the First Arts Examination, had made two months' progress in the latter subject; and none were found willing to begin the study of Chemistry *sole* in the session. The same cause operated similarly in the 3rd-year college class. Beyond the two scholarship-holders who were required by the orders of Government to take up the science course, only one other student out of a class of 14 selected these subjects of his own choice. There seems, however, no reason to believe that the students are generally hostile to these subjects; on the contrary, when they were polled before the First Arts Examination, 40 out of 43 put down their names for scholarships in the B. course. On making inquiry among the 3rd-year students into their reasons for preferring the A. course, it appears, *firstly*, that they have a not unnatural disinclination to make experiments with new subjects until the chances of success have been determined by the University examinations; *secondly*, that some (chiefly Brahmans) consider Sanskrit an essential part of education; and *thirdly*, that the guardians of the pupils are generally more conservative, and more averse to change, than their wards. Other causes, too, affecting the prospects of scientific education must not be forgotten. Babu Priya Nath Basu is an able and well-informed man, and gets on very well with his few pupils; but when, of two alternative subjects, one is taught by an English University man and the other by a native of Bengal, natives of Bengal will, it may confidently be predicted, choose the former course. It is proper to add that the scientific apparatus belonging to the College is quite inadequate to its requirements; and even with the greatest possible expedition, the prospect of getting a complete scientific outfit seems at present somewhat remote.

The science students have also had, since the beginning of March, the great advantage of hearing lectures and demonstrations in Botany from Mr. C. B. Clarke, who kindly offered, at the sacrifice of his leisure and at much trouble to himself, to give instruction in that subject during his stay in Dacca.

LAW DEPARTMENT.—The history of this department may be learnt from the following extract from the report of the Law Lecturer, Babu Upendra Nath Mitra, M.A., B.L.—

"The Law Department of this College was open in July 1863. The numerical strength of the department at the end of each official year since its establishment may be stated as follows :—

1864	1865	1866	1867	1868	1869	1870	1871	1872	1873
15	31	36	49	65	51	61	81	76	67

"The tuition fee charged was only 8 annas a month until January 1864, when it was raised to Rs. 2 per mensem. In January 1867 the fee was enhanced to the present rate of Rs. 5 a month. At this rate, the fees of 40 students are sufficient to meet the ordinary expenditure of the law classes, amounting to Rs. 2,400 a year, and it will be observed that the number on the rolls has not fallen short of 40 since 1867. I may add that for several years there has been a substantial excess of receipts over disbursements.

"The affiliation of the department to the Calcutta University was notified in September 1864, and from January 1868 it has been sending up candidates to the University law examinations.

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"The rules for the qualification of senior pleaders—one of which requires every candidate to produce a certificate from the principal of some affiliated law school—were published in May 1866; and from January 1867 candidates from this department have regularly appeared at the pleadership examinations held under these rules.

"Since 1867 and 1868 49 students of our law classes have qualified themselves either as pleaders of the High Court or as pleaders of the District Judges' Court. Of these 17 are B. L.'s, 15 L. L.'s, and 17 senior pleaders."

On the 31st March last there were 11 students in the B.L. classes—5 in the 1st year, 5 in the 2nd, and 1 in the 3rd. At the same date there were 56 students in the two pleadership classes. At the present moment there are 70 students in all on the register. Their ages vary from 19 to 35, most of them being under 25. They are generally sons of small talukdars, Government servants, and servants of zemindars.

The results of the University examination have been very favourable. Of four candidates for the B.L. degree, all were successful: of eight candidates for the Licence in Law, six passed. But "the result of the senior pleadership examination," writes the Law Lecturer, "were very discouraging."

"Twenty-nine students and ex-students of this department presented themselves for that examination, and although most of them were passed by the local committee, none of them succeeded in obtaining a diploma for the higher grade pleadership. A few were passed as junior pleaders, but this fact is hardly worth mentioning.

"It is very probable that the Central Board of Examiners were unusually strict this time. On no other supposition can the very unsatisfactory character of the general result of the examination be accounted for, only one candidate from Patna and another from the 24-Parganas having been successful in all Bengal."

The receipts from fees in this department amount to Rs. 4,735; the expenditure to Rs. 2,270-5-1, showing a credit balance for the year of Rs. 2,464-10-11. I have therefore no hesitation in urging on the notice of the Government the following suggestions of the Law Lecturer, which I believe to be reasonable and well founded:—

"For the last two or three years no books have been purchased for the use of this department. Last year I recommended the purchase of a few books, but no funds were available for the purpose. A number of law books worth about Rs. 500 should, in my opinion, be purchased as soon as a grant for that amount can be obtained. A further sum of Rs. 40 or so is also required for getting the Bengal Law Reports and some other books well bound. I need scarcely say that a portion of the surplus fees of the department will be quite sufficient to meet these items of expenditure."

SURVEYING.—The surveying classes during the past year have met with a very fair portion of success, for which credit must be given to the zeal and efficiency of the teacher, Babu Haran Chandra Banurji. The Babu joined the College on the 15th April 1872, and took over charge of the classes which up to that time had been established and taught by the late Principal. The number of students was then 35 and was constantly increasing, until at one time their number ranged between 50 and 70. They consisted mainly of officers of Government and of law students. The theory of mensuration having been completed, the students were then taught the construction of scales, the use of the prismatic and the English surveying compass, and the methods of measuring areas with the chain, chain and compass, and lastly, with the chain and plane table. Having regard to the number of subjects to be gone through, it was deemed advisable, about the time of the summer vacation, to increase the number of hours of work daily. Lectures were accordingly given in the evening, from 5 to 7 o'clock, in addition to the regular hours of 6 to 9 in the morning. The effect of this, as will be hereafter shown, was not altogether satisfactory. Many of the students, chiefly those ministerial officers whose work kept them occupied all day, refused to undergo the fatigue of an afternoon lecture, and consequently discontinued their studies with the class.

After the summer vacation, Drawing and Engineering were added to the course; and as soon as the rains had ceased, practical surveying began. The Romna Maidan, including the Old Lines and adjoining village, was chosen as the most suitable ground; and three parties having been formed, each consisting of 8 or 9 students, a tract of 2 square miles was surveyed with the English surveying compass and the 100-foot chain. The whole morning, from 6 to 10 o'clock, was given to field work, the afternoon being devoted to Engineering. As a member of the local committee for superintending the Subordinate Civil Service examinations, I had lately an opportunity of inspecting the work done; and I can testify to the general careflessness and accuracy of the drawings.

By this time, through causes detailed below, the number of students had greatly fallen off, so that only 13 appeared at the examination which was held in the College. Of these nine passed, five being placed in the 1st division—a very fair result. Of the four who failed, one is described by the teacher as a very hard-working man, who got the highest marks in practical surveying. It may here be mentioned that the practice of dictating papers causes

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very great inconvenience to the candidates. At the late examination many of the papers were long, and it took over half an hour to write them down,—a very serious proportion of the time allowed for each paper.

I have entered very carefully with Babu Haran Chandra Banurji into the causes which led to so striking a decrease in the number of the classes towards the end of the year. They may be indicated as follows:—

(I.) Those who left the class in consequence of its sitting twice a day (13 in number).

(II.) Those students, getting salaries of Rs. 100 and upwards, who left as soon as it was understood that their passing the examination would not at once entitle them to posts of higher pay (5).

(III.) Those who left the class in order to appear at the Pleadership Examination of January 1873 (8).

(IV.) Students of the 3rd-year College class, who learnt, in answer to a reference made by them to Government, that if after passing the examination they did not accept appointments within a specified time, they would be liable to a second examination (4).

(V.) Those who joined the class with no fixed intention of working hard, and quitted it as soon as they found they were left behind (6).

(VI.) Miscellaneous causes prevented some from continuing their studies with the class, such as sickness and death, want of means or of courage to learn riding, and the gaining of appointments elsewhere; of these there were 14. In all, then, 50 students quitted the class in the last 6 or 8 months of the year from these causes.

The new Civil Service class for the current year is not so full as could be wished. It consists of 23 students; 16 of these being students of the 1st and 3rd-year College classes, and 7 not members of the College. The small number of outsiders is probably due to two causes; first, the reluctance to undertake a new line before the results of the last examination, and the consequent chances of success were known; and secondly, an impression that was widely prevalent that there would be no further examination of candidates until 1875. Now that both these sources of uncertainty have been removed by late *Gazettes*, it is hoped that candidates will be encouraged to attend in greater numbers.

It will be convenient here to state the progress made in these subjects in the School Department. From the last summer vacation the students of the 2nd class (forming the present Entrance class) have learnt Mensuration, Surveying, and Drawing, three days in the week. At the present time the prescribed text-book in Mensuration has been gone through, and the boys are well advanced in other subjects; so that it is hoped they will show fair success in the next October examination. The present 2nd class also learn Mensuration 2 days a week. The teacher reports however that the progress of this class, compared with the first, is not satisfactory. They show little emulation or interest in the work; and it may be questioned whether it is not better to defer the study of Mensuration until the last year of the school course. I am not aware what is the practice in other collegiate schools.

The extent of the instruction given at the present date in Surveying is shown in the following table:—

Subordinate Civil Service Class.

CLASS.	Days a week.	Hours.	Subjects	No. of students
College Students	Every day	4½ 5½ P.M.	Mensuration and surveying	16
Outsiders	Do ..	6-9 A.M.	Do	7

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CLASS	Days a week.	Hours.	Subjects	No. of students
Entrance Class	3 days	3-4½ P.M.	Mensuration, surveying, and drawing	55
2nd class	2 days	3-4½ P.M.	Mensuration and printing	35
				90

Reports of Colleges.

The following instruments have been received from the Mathematical Instrument Department since the establishment of the classes:—

Curves (French)	..	..	1 set.
Instruments (drawing) brass	..	..	3 sets
Protractor (paper)	..	..	12 "
Plotting scale, box wood	..	..	2 "
100 feet tapes (Chesterman's)	..	..	2 "
100 feet chains	..	..	2 "
Arrows	..	..	20 "
Plane tables, deal wood, 20" — 16", with stands	..	..	2 "
Ditto ditto 30' — 24"	..	..	4 "
Ditto ditto (smaller)	..	..	2 "
Sight rules (ebony) with brass sights for drawing	..	..	4 "
Rectangular compasses 6 needles	..	..	4 "
Surveying compasses	..	..	2 "
Drawing boards, deal, 3" — 2' 6	..	..	4 "

The teacher reports however that these materials are still insufficient, and that a levelling instrument with two staves and two prismatic compasses are required. It is hoped that orders may be given for their supply before the end of the rains. One levelling staff, I may add, which was urgently needed last year, the Babu constructed with his own hands. For the use of his pupils in drawing, he has also made a number of model bricks and geometrical solids. I consider the students fortunate in having a teacher so able and willing as Babu Haran Chandra Banurji.

The amount of fees realized during the year was Rs. 179, and the expenditure as follows:—

					Rs	A	P
Teacher's pay	..	..	..	..	1,725	2	6
Contingencies	..	..	..	..	162	7	8
Total	..	..	..	..	1,887	10	2

This amount however does not include the cost of instruments procured from the Mathematical Instrument Department, details of which have not been received. For the purchase of instruments, including contingencies, a sum of Rs. 800 has been sanctioned.

GYMNASTICS.—The College has been fortunate in having had among its professors, for a number of years, men who have interested themselves in promoting manly exercises among the students. Cricket and boating have been regularly practised, and in this way a tradition of activity has sprung up; so that, when the question of a gymnasium was first started last year, it met with a ready response. The Commander-in-Chief having passed through the station and visited the College, refused the request which the boys put forward for a week's holiday, but promised them, instead, a liberal donation towards their boat club. In forwarding the promised donation, His Excellency urged on the students of the College the advantages of a regular gymnasium. Accordingly in July last a meeting of the students was held to consider the proposed suggestion, and it was resolved to apply to His Honor the Lieutenant-Governor for a grant of money to meet the expenses. Early in September His Honor, in answer to this appeal, put at the disposal of the College the sum of Rs 500 for gymnastic purposes. This liberal grant gave the greatest encouragement to the students; and, without waiting to draw the money, they resolved to begin the practice of gymnastics at once. For this purpose they formed a committee, with Mr. Garrett as President, to whose active interest and participation in their out-door exercises the success of the class is almost entirely due. The classes soon numbered 180 members, of whom two-thirds belonged to the College or the Collegiate School, and the remainder to other schools in Dacca. The entrance fees, levied by the boys themselves, amounted to about Rs. 130; and with this sum the beginnings of a gymnasium were made. A horizontal bar, parallel bars, vaulting bar, clubs, a trapeze, and a swing were fitted up; and rules were made for securing a graduated succession of exercises, and for enforcing order and regularity of attendance. Discipline was maintained by the captains of the several classes, chosen by the boys from among themselves.

Later in the year, in answer to a representation made to Government, an additional sum of Rs. 500 was granted for a shed, the want of which had been much felt in the late rains. The appointment of a teacher of gymnastics was also sanctioned. Babu Bipin Bihari Mukhurji was finally selected as teacher from the Hughly College gymnastic class. He joined his appointment on the 4th March 1873, and from that time the classes have been held every day under his superintendence. He is a fair gymnast, and a willing man; but it may be doubted whether he has had sufficient experience to undertake the instruction of a large class. He possesses little natural aptitude for teaching; and he is deficient in the powers of organization and control. The truth is that, to do justice to so large a class, a man of first-rate ability and experience is required. The class numbers nearly 150 members; and it needs considerable skill to look after them properly. The teacher has yet to acquire this skill; and the consequence is that the interest hitherto felt by the boys in gymnastics is diminishing day by day; and the classes are actually suffering injury. The following table of

Dacca College.

attendance for March and April shows that fewer boys come to practise gymnastics, and that those who do come are less regular in their attendance:—

CLASS.	Number on register.	Number attending		Days of exercise in the month	Average days of attendance of each boy	
		March	April		March.	April.
First	48	17	16	15	5 25	3 43
Second	43	23	23	15	4 75	3 60
Third	43	21	11	15	6 75	2 54
Fourth	42	31	19	15	6 00	8 26
Fifth	32	18	23	15	7 50	5 77
Total	208	110	91	15	6 04	4 72

(The nominal roll of 208 includes all who have at any time belonged to the class; practically it may be reduced to about 140 members.) There have been some wet days in April, but not enough to explain the diminished attendance. There is no doubt that the teacher (with whose industry I have no fault to find) will improve with time, but meanwhile gymnastics are carried on at a disadvantage.

Having regard to the numbers of the class, it has been finally thought advisable to erect a tolerably big shed, 40 feet by 42, which is now under construction in the College compound. It will be completed during the approaching vacation, so as to be ready for use when the rains set in.

All through the cold weather cricket was constantly kept up, until at length the College felt itself strong enough to challenge the station. A capital match was played; the station escaping defeat by six runs. Foot-ball has since been introduced into the College; Mr Garrett and Mr. Lyall, the Collector, having shown the boys the way to play. It is now played every Saturday afternoon in the College compound, and the boys take their falls and hackings in very good part. An opportunity lately arose for purchasing a share in the four-oared boat belonging to the station; the share was bought on behalf of the College for Rs 35, no objection having been made by the other shareholders. As soon as the present stormy season has passed over, boating will be regularly practised.

COLLEGIATE SCHOOL.—The number of pupils on the register on the 31st March 1873 was 319, against 318 in 1872, and 286 in 1871.

By the orders of Government dated 24th May and 21st August 1872, the net expenditure for the year was restricted to a limit of Rs. 6,125, plus Rs. 1,250 for contingencies; or Rs 7,375 in all. It has been brought well within these limits, as the following account shows:—

	Rs. A. P.	
Total expenditure	12,275	5 10
Fees and fines	5,660	3 0
Net cost to Government	6,615	2 10
Sanctioned grant	7,375	0 0
Balance to credit of School	759	13 2

The cost to Government shows a reduction of Rs. 3,357, compared with the previous year; the savings being for the most part real. That proportion of the Senior Pundit's and the Munshi's salaries which has been charged to the College is no doubt merely a transfer of account. Those officers have for many years helped in the College work, while their salaries have been charged to the School Department. This transferred charge amounts however only to Rs. 293. On the other hand, the reduction of one professor in August 1872 effected a real saving. Teachers transferred from the School Department did the work of the College; while in the School every teacher was promoted to the class above his own without increase of pay; and a new teacher on Rs 30 was appointed for the lowest class. Both in the College and in the School, therefore, the work was done at a cheaper rate. In the School the savings thus effected amount to Rs 1,761-0 8. The remainder of the savings, amounting to Rs. 1,800, arises from the abolition of the fourth mastership (Rs. 150 a month), which took place a little before the commencement of the year under review.

The total cost of the education of each pupil was Rs. 41, and the cost to Government Rs. 22 for the year. The corresponding figures for last year were Rs. 52 and 34.

For the current year the expenditure has been limited to a net sum of Rs. 5,000, exclusive of contingencies. I have pointed out in previous correspondence the impossibility of bringing it within this limit so long as the present staff of teachers remains unchanged.

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Their salaries stand at a fixed sum, which cannot be reduced. There is no prospect of any great increase in the amount of fees and fines, which has remained pretty constant for some years. With the present establishment, therefore, the net expenditure cannot fall short of Rs. 5,800 for the year. There is, however, some prospect of an immediate reduction. The 4th teacher, Babu Gaur Mohan Basak, passed in the 1st grade at the late Subordinate Civil Service Examination. Accordingly, if he is employed elsewhere, the School will save the difference between his salary (Rs. 100) and that of a new teacher on Rs. 30; which amounts to Rs. 840 a year. This would reduce the cost of the School within the assigned limits. But the Babu's services have been put at the disposal of the Commissioner of Chittagong; and at the present moment he seems disinclined to accept an appointment in that division. In this event the opportunity for reduction will have been lost.

Classified according to race, the pupils stand as follows:—

Hindus	..	..	..	..	..	290
Muhammadans	..	..	..	..	..	14
Christians	..	..	..	..	..	15
Total						319

Of the 290 Hindus, 222 belong to the three principal castes of Brahmans, Vaidyas, and Kayasthas; 38 belong to castes lower than the Sonarbanias.

Their social position is as follows:—

Upper classes	..	..	..	..	..	21
Middle „	..	..	..	..	..	285
Lower „	..	..	..	..	..	13
Total						319

Of the middle classes, 120 derive their income from professions or trades; 100 from land or other real property; and 65 from Government service. Of the Muhammadans, 3 belong to the upper, and 13 to the middle classes.

SCHOLARSHIPS.—On the 31st March the following scholarships were held in the School:—

Vernacular scholarships	..	..	..	{ 74 Government.. }	76
Minor ditto	..	..	..	{ 2 Private .. }	11
Free ditto in Entrance class	..	..	..	..	19
Total					106

i.e., 1 in 3 of the pupils is a scholarship-holder.

In estimating the cost of the School, account should be taken of the 19 pupils in the Entrance class who hold free-studentships. These boys have in all cases held vernacular scholarships, which terminate a year before the Entrance Examination, and it has been the practice of Government to allow such boys, if they are deserving and poor, to read for the last year of their School course without payment. The fees thus lost to the School by the orders of Government amount to nearly Rs. 700 for the year. I take the liberty of urging that, by a strict adjustment of the incidence of charges, credit should be allowed to the School Department for this amount.

STUDIES.—Various modifications have been made in the course of study during the year. Text-books being no longer set for the Entrance Examination, McCulloch's Course of Reading, and Nelson's Senior Reader have been introduced into the 2nd and 3rd classes. They are probably the best books of the kind that can be got. Additions have also been made to the School course in consequence of late orders requiring special qualifications in candidates for junior scholarships. The progress of the higher classes in Surveying has been sufficiently detailed above. Physical Geography has been introduced, and is taught to the Entrance class by the 2nd master. A series of maps in illustration of this subject has been received from the Director of Public Instruction. The progress in these subjects is fairly satisfactory; but it is much to be wished that the proposition now before the Senate of the University to introduce Physical Geography and Mensuration into the Entrance Course may be carried out. If this change is made, it is presumable that other subjects will be curtailed in an equal degree. The average boy's mind soon reaches its point of saturation; and at present the students in the Entrance class are required to take in more knowledge than they can profitably absorb.

Of the oriental classes, 156 boys learn Sanskrit, 9 Persian, and 4 Arabic. Of the vernaculars, 306 learn Bengali, and 13 Hindustani.

ENTRANCE EXAMINATION.—At the last examination 32 candidates appeared, of whom 18 passed, or 56 per cent. Of these 8 were placed in the 1st division, and gained scholarships which are now held in the College.

Dacca College.

FURNITURE.—The furniture both of the school and of the College is very old, and in a dilapidated and even dangerous condition. Every table and desk has reached the utmost limits of repair. There is very urgent need of an immediate grant of money in order to replace it. I propose very shortly to submit a separate report on this subject.

LIBRARY.—During the past year 247 volumes have been added to the library; 146 of which have been received from England; the remainder have been purchased in India or supplied by public departments.

For the last three years the library has suffered much from the order disallowing the purchase of English books in India. In 1870-71 a number of books, indented for early in the year, were not received at its close; and their cost was charged by the orders of Government to the following year, thus leaving a balance of Rs. 488-14 out of the library allowance of Rs. 840 unspent. In the past year no indents for books have been forwarded, and the whole of the reduced allowance of Rs. 562 (less a sum of Rs. 168-13 for books ordered in 1871-72 and charged to 1872-73) remains unspent. In this way a sum of Rs. 882 has been lost to the library.

BUILDING.—The parapet round the building has long been known to be in a dangerous state; and the best means of repairing it and making it permanently safe has been the subject of continued correspondence in the Public Works Department for the last three years. In February last the Executive Engineer of Dacca reported that several of the pillar-plates were in urgent need of renewal, and that the parapet was badly cracked in several places, particularly about the north-west corner. He therefore proposed to dismantle the parapet on the whole of the west face and for about half the north face, and to rebuild it on new architraves of greater scantling (18 inches by 10½ inches). It was further proposed to lighten the weight on the pillar-plates by constructing relieving-arches in the entablature of the parapet, which would throw the greater part of the load directly on the pillars. The estimated cost of these repairs was Rs. 2,040.

The report, however, was not accepted, as the repairs were considered not sufficiently thorough. In a revised report, provision was made for dismantling the whole of the parapet round the roof and for replacing the present architrave by pillar-plates of increased scantling (18 inches by 12 inches). It was further proposed to reduce the height of the parapet 18 inches all round, so as to bring it to a level with the main roof of the building. The cost of these repairs was estimated at Rs. 5,225; and the report being accepted, this outlay was finally sanctioned.

Meanwhile a fresh examination having been made, the parapet on the eastern side was considered to be in so dangerous a state that it was determined to dismantle it at once. This was accordingly done; but further repairs were postponed. It was pointed out that the noise and dust of the work would seriously interfere with the studies of the College; and it was accordingly arranged to put off the repairs until the Midsummer vacation. The vacation will therefore commence a week earlier than usual, so as to involve as little delay as possible.

KISHINAGURH COLLEGE.

(FOUNDED 1846.)

From the Report of the Principal, Mr. S. Lobb, M.A.

I—F. A. CLASSES.

1. *Changes in the Staff.*—Mr. W. G. Willson, M.A., Professor, was transferred to the Presidency College from the 1st of May last.

Mr. C. Martin, B.A., discontinued to be a Professor of this College from the 1st of June last.

Babu Ambika Charan Sen, M.A., Teacher of Chemistry, joined this College on 17th March 1873.

2. *Number of Students.*—The number on 31st March 1872 was 96, and on 31st March 1873 it was 52; thus showing a diminution of 44. The numbers in the two classes are:—

2nd year	...	...	...	...	28
1st year	...	...	...	...	24

3. *Daily Attendance.*—The average daily attendance during the past year was 52.

4. *Classification.*—Out of 52 students on the rolls, 50 are Hindus, and 2 Muhammadans. There is one Muhammadan in the second-year class, who is a very promising student; we also had last year in the same class one very intelligent young Muhammadan who has since joined the Lieutenant-Governor's newly constituted Civil Service. The Muhammadan element is very weak in this district, but the few Muhammadans we do get seem to be of the élite of their community. They labor under a great disadvantage in not being able to study Arabic or Persian in the College. The consequence is, they are obliged to take refuge in Sanskrit, which I consider a great hardship—this language being not at all suited to their

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mental idiosyncrasy, and conferring upon them no real intellectual advantage when they have acquired it. There may be some slight excuse for our compelling a Hindu to learn Sanskrit, but it seems utterly monstrous to force it upon a Musalman, or at any rate to arrange our system in such a way that it shall be practically forced upon him.

Out of our 52 students, 50 belong to the middle, and 2 to the lower classes of society. Of the former 17 are the sons of Government officials, 11 of rentiers, 15 of professional men, and 7 of tradesmen. Of the Hindus, 31 are Brahmans and 13 Kayasthas, the remaining six belonging to inferior castes. Both our Muhammadan students belong to the Suni orthodoxy.

5. *Fees and Fines*.—These for 1871-72 amounted to Rs. 6,019-8, and for the past year to Rs. 3,899; thus showing a decrease of Rs. 2,120-8, which of course is owing to the diminution of our numbers resulting from the abolition of the 3rd and 4th year classes. This abolition has influenced the numbers throughout the whole institution, as those who were prosecuting their studies in the B.A. classes took away with them, when they went, all their relatives in the lower classes and in the school. Many students, who would have entered our first-year class, have no doubt gone to some college where they could prosecute their studies continuously up to the B.A. degree, and the loss of prestige has very probably turned away several who would have been content to go no further than the F.A. Examination.

6. *Expenditure*.—The total expenditure during the year amounted to Rs. 21,925-15-10½. The receipts were Rs. 3,889. Thus the net expenditure was Rs. 18,026-15-10½. The net expenditure of the preceding year was Rs. 27,221 4 5; so that a saving of Rs. 9,194-4-10½ has been effected by the recent modification of our staff.

Cost for each student.				Per annum.			Per mensem		
				Rs	A	P	Rs	A	P
Total	...			330	8	3	27	8	8
Net to Government	...		..	271	12	2	22	10	4

UNIVERSITY EXAMINATION.

7. *F. A. Examination*.—In all 41 appeared at the First Arts Examination. Of these 17 passed, 13 being in the third, and 4 in the second division.

8. *Scholarships*.—Two of our students gained senior scholarships of the 2nd grade. Their names were Harinath Ráy and Sures Chandia Ganguli.

II.—LAW CLASSES.

1. *Number of Students*.—The number on the rolls on the 31st March 1873 was seven. It was 36 on the 31st March 1872. This decrease is owing to the abolition of the B.A. classes, and to the change which was effected in the status of the Law Professor. As under the existing arrangement it can matter little to Government whether the class be large or small, I presume that it will be quite unnecessary for me to enter into any details in regard to figures. The law class here until recently was a very popular and successful institution, and the management of it reflects great credit upon the Professor, Babu Prasanna Kumar Basu, M.A., B.L. The brilliant results of the University examinations are sufficient, without any eulogium of mine, to prove his merit and painstaking efforts.

2. *Daily Attendance*.—The average daily attendance during the year was 25.

3. *Fees and Fines*.—For the nine months from 31st March 1872 to the 31st December 1872, the amount collected was Rs. 1,275-7-0. At the commencement of the present year, the new rule, by which the Professor is paid wholly from the fees, came into force. It is perhaps needless for me to observe that, under the very altered conditions of the Law Department as it now is, the fees are never likely to afford the Professor more than a miserable pittance. In fact, the office in future will be held merely for the prestige it is likely to confer, a prestige which may be the indirect source of emolument in general legal practice, but which can never have much influence within the College walls.

4. *Expenditure*.—The total expenditure for the past year was Rs. 1,800; the receipts were Rs. 1,275-7-0. Hence the net expenditure was Rs. 524-9-0.

Cost of each student.										Per annum.			Per mensem.		
										Rs.	A.	P.	Rs.	A.	P.
Total	...	...	...	..	...	..	...	...	...	72	0	0	6	0	0
Net to Government	..	..	...	..	...	...	...	...	...	20	15	8	2	5	3

Krishnaghur College.

EXAMINATIONS.

(V.)—*B.L. Examination.*—There were 14 candidates, of whom 10 passed the B.L., and two succeeded only in gaining an L.L., while two failed altogether.

(VI.)—*L.L. Examination.*—There were five candidates for this examination, of whom two were successful.

GENERAL REMARKS ON THE LAW CLASSES.

(VII.) As the law department here has recently undergone a radical change, perhaps the following remarks on its past history by the late Law Professor may not be without interest:—"The law class of the Krishnaghur College was opened in March 1865, and my connection with it began from that time. As the law was then a very lucrative profession, and passed candidates had every facility for entering the subordinate judicial service, the number of students steadily increased, so that in the years 1867, 1868, 1869, 1870, and 1871, the fees collected from the pupils were, if I mistake not, fully sufficient to defray the expenditure incurred in maintaining the law class. The result of the University examinations was also very satisfactory, and this might partly account for the steady increase in numbers. In 1872 there was for the first time a diminution in the number of pupils, but during the first six months of the year the number on the rolls was still considerable, although the prospects of passed candidates were no longer bright. During the latter portion of 1872 the higher classes of the General Department were abolished, and the law class began to be thinned in consequence, so that in the beginning of the present year the class had to be opened with only three students. The fact is that students of the General Department who intended to compete for degrees in Arts, found it convenient to enter the law classes, so that after taking their degrees they could within the short space of one year enter a lucrative profession. The law class was therefore principally composed of students of the General Department, candidates for the pleadership examination being always very few. Besides, success in the University examinations was and is considered easier than in the pleadership examination, for which last candidates rarely present themselves if they can help it. This is the principal if not the sole cause of the falling off in numbers, especially in the present year. The other cause, to which I have already alluded, is the diminution of the income of legal practitioners, the inevitable result of the large increase in their numbers. The High Court and the mofussil courts have been already overcrowded; and even if the Lieutenant-Governor had not virtually abolished the law class by doing away with the higher classes of the General Department, the law class would have dwindled down to something like its present state within a very few years. When I resigned in March 1873, there were only seven students in the class, and I am told that the number has not since increased. I think, therefore, that at no distant date the Law Department of the Krishnaghur College will be a thing of the past."

I am told by the present Law Professor that there is very little chance of the class continuing to exist: "The result," he says, "of the senior grade pleadership examinations last year was not very promising; the legal profession, moreover, is overstocked, and students, are flocking to other careers in order to secure a decent means of livelihood. As there is no chance of obtaining candidates for the degree of Bachelor of Law on account of the abolition of the two B.A. classes, and as the result of the senior grade pleadership examination is not at all hopeful, the permanency of the law class is by no means to be depended upon."

III.—COLLEGIATE SCHOOL.

(I.) *Changes in the staff.*—In consequence of the abolition of the 3rd mastership, Mr. J. Simcoe was removed from the staff on the 1st June 1872.

Babu Navin Krishna Mukhurji, 2nd master (having been appointed Officiating Law Lecturer of the Civil Service class at the Hugly College) left on the 17th July 1872.

Babu Diba Kanta Ray and Babu Nava Krishna Banurji, the two last masters, were discharged in consequence of the reductions effected by the Government of Bengal throughout our establishment. Their places in the school were supplied by the two junior writers, who had both been in the educational service for many years. Babu Dinanath Sen succeeded the former on a salary of Rs. 30, and Babu Panchanan Pal, 3rd writer, succeeded the latter on a reduced salary of Rs. 15 a month, the change taking effect from 1st July.

(II.) *Number of students.*—The number on the rolls on the 31st March 1873 was 224, showing an increase of 29 during the twelve months. The following table will give the numbers for the last four years:—

	On 31st March	Numbers.
1870	...	255
1871	...	213
1872	...	195
1873	...	224

From this it will be seen that our numbers are steadily increasing, though we have not yet returned to the prosperous condition of 1870. But considering the very radical changes that have been effected in our staff, I consider it most improbable that our numbers can ever

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exceed 250, nor is it desirable that they should, unless the number of masters be increased. I should very much like to see the numbers spread more equally over the different classes. As it is the three upper classes are gorged with students, and the lower ones have not their full complement. The competition of cheap schools in the neighbourhood is prejudicial to our lower classes. I see no chance of this evil being abated.

(III). *Attendance*—The average daily attendance was 150, while that of the previous year was 152. The percentage of absentees may seem high, but I should imagine that it is no more than the normal rate in this country. Illness here is very frequent, and there is a custom of continually asking leave for what is termed urgent private business. It is rarely possible to discover what such business actually is, but if the leave be not granted, one only gets the reputation for being hard and for fining unnecessarily. Hindu family and social ceremonies also entail a very considerable amount of absence. A boy when married himself rarely requires less than ten days or a fortnight, and the cousin of a youthful bridegroom will require perhaps as much as a week in order to grace the nuptial festivities with his presence.

(IV). *Classification*.—Out of 221 boys in the school, 8 belong to the upper and 216 to the middle classes. There are 222 Hindus and 2 Muhammadans. Of the Hindus, 119 are Brahmans and 13 are Kayasthas, the large majority thus belonging, as I believe is usually the case, to these two castes. Of other castes there are—1 Khetri, 12 Vaidyas, 22 Navasaks, 14 Karbarthas, 3 Sonarbanias, and 8 of castes just above the very lowest. I think such a return as this goes to prove that we are not breaking down the hereditary system in Bengal to such an extent as the fashionable school of reformers would have us believe. For my own part I am not sorry to see that the caste system continues to retain its hold upon the country, it being, in the present confused state of action and belief, the only effectual breakwater against complete social and industrial chaos. Of the Muhammadans, 1 belongs to the Suni orthodoxy and 1 to the Shias.

(V). *Fees and Fines*—These amounted for the past year to Rs. 5,454-8, showing a decrease of Rs. 367-2 on the preceding year. It is scarcely possible yet awhile to discuss these figures with any profit. When they are discussed, the two years of 1871-72 and 1872-73 (which may be called years of confusion) will have to be taken together, so as to furnish an average result for each separately. But no fair comparison between the present and the past can be instituted till the state of things has become completely normal.

(VI). *Expenditure*—The total expenditure during the past year was Rs. 9,866-15-4½, and the receipts were Rs. 5,454-8. Thus the net expenditure was Rs. 4,412-7-1½. The expenditure of the preceding year had been Rs. 11,394-11-7, thus showing for this year a reduction of Rs. 6,982-4-2½.

	Cost of each pupil	Per annum			Per month		
		Rs	A	P.	Rs	A	P.
Total		52	11	1	1	6	3
Net to Government		23	8	6	1	15	5

(VII). *Studies*.—Out of the 224 boys in the school, 143 study Bengali and 81 study Sanskrit. I think it a pity that the study of both these languages cannot be abolished, and the time devoted wholly to English. The proper teacher of Bengali is the mother; and Sanskrit is useless in an educational system whose chief aim is to open up to our students the science and literature of the West. I believe that the attempt to modify the Bengali tongue by the influence of Sanskrit is wholly chimerical. We might as well attempt to modify English by the study of Hebrew. It is not so much the attempt to modify one language by another that I deem chimerical, as the attempt to modify the 19th century A.D. by the 9th century B.C., for this is what the attempt really amounts to. Bengali will be modified by the living present and not by the dead passed, by drawing from the pure wells of learning that have sprung up in the West, not by continuing to feed upon the arid abstractions of oriental metaphysics. The study of Sanskrit is well enough in its way; but it is a simple perversion of that study to introduce it in a painfully superficial form into our English schools and colleges.

(VIII). *Prizes*.—No prizes were given in the school for the past year. The reductions which I have had to effect in the expenditure would have precluded me from giving prizes under any circumstances, these reductions having fallen with full force upon the library and prize fund. But the new rule, under which we are prevented from getting books from the Calcutta book-sellers, is another obstacle which stands in the way both of purchasing prize books and of replenishing the library shelves. There has been only one prize distribution since I came to the college in February 1870. This has been quite unavoidable, as I have had to retrench in every possible direction in order to provide funds for the teaching of surveying and chemistry. To secure this end several masterships have been abolished, the librarian has been dispensed

Krishnaghur College.

with, servants have been turned adrift, books and prizes have been foregone, the contingent allowance has been reduced to nearly one-third of its original amount, and every possible small economy that I could think of has been effected. It is to be hoped that the results which are to flow from the new scheme will be sufficiently brilliant to compensate for the wounds that have been inflicted upon the older studies. I am no advocate for pedantry, but it may be as well to remember that there is a pedantry of science as well as a pedantry of literature, and I think there is considerable danger if the advocates of science are allowed to have full swing—of our simply exchanging one kind of pedantry for another. Of the two evils, I am inclined to think that the pedantry of literature is the least injurious. There is a refinement and a kind of self-abnegation about the mere scholar, which will be seldom found in the savant; and, moreover, the conceptions with which the scholar deals, useless though they may often be, are far more intelligible and inviting than the uncouth jargon and bald hieroglyphics of the typical man of science.

EXAMINATIONS.

(IX.) *Entrance Examination*—In all 42 appeared at the University Entrance Examination, of whom 18 passed, 5 in the first, 12 in the second, and 1 in the third division.

(X.) *Scholarships*.—Two junior scholarships of the 2nd grade were gained by Sasibhusan Banurji and Purna Chandra Mitra; and two of the 3rd grade were gained by Manmatha Kumar Ghosh and Ramdyal Ray.

(XI.) *Annual College Examination*.—The classes of the school were examined as usual at the end of the year. Of course with our diminished staff such examinations cannot be carried out so satisfactorily as they formerly were. There are fewer to perform the work of examination, and the few that there are have for the most part been themselves engaged in teaching the classes. It is always desirable, if possible, to secure examiners who have had no direct share in teaching those whose performances they have to test. Then, moreover, it adds to the dignity and weight of a school examination when the officers employed in it can be selected wholly, or almost wholly, from the college. I have no reason, however, to suppose that our examinations this year were otherwise than well and judiciously conducted, and I have no doubt that the desired object of classifying the students in order of merit was attained with very tolerable accuracy.

IV.—DRAWING AND SURVEYING DEPARTMENT.

(i) *Establishment*.—Babu Hem Chandra Mitra, who had been appointed surveying teacher in this college by the Government, joined his duties on 3rd August 1872. The salary of the post was fixed at Rs. 105 per month.

(ii) *Number of Students*.—The number on the rolls of this department on the 31st March 1873 was 147.

(iii) *Attendance*.—The average daily attendance was 47.

(iv) *General Remarks*.—The classes in this department up to the end of the last educational session, ending in December 1872, were:—

First.—The 1st year college class.

Second.—First division of school.

Third.—Second division of school.

The subjects taught were mensuration, and the copying of printed letters. As mathematical instrument cases could not be procured in Calcutta or elsewhere, the students could not do much in drawing, and for want of surveying instruments they were unable to work in the field.

From the commencement of the present session the programme has been as follows:—

College	First year class	Mensuration, drawing.
	Entrance class	Mensuration, notes on surveying, drawing.
School	Second class	Mensuration, Practical Geometry, Scales, drawing.
	Third Class	Mensuration, drawing.

None of the students of the second year college class would consent to study surveying. The whole of the first year class commenced the study at first, but early in March the attendance became irregular, and towards the end of the month 7 gave up altogether, on the plea that the subject was optional. Those who remained continued to be instructed in mensuration and drawing.

As a large part of the Entrance Class consisted of those who had failed in the University Examination of 1872, and as these knew nothing of either mensuration or drawing, it was necessary to commence these subjects again. This somewhat delayed the progress of those who had been promoted from the second class, who had been studying these subjects in 1872. Towards the end of February, part of the surveying apparatus was received, and it then became possible to commence field work. Operations were entered upon about the middle of March, being carried on in the college compound (which is very extensive). Chain work

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alone could be undertaken, as there were no prismatic compasses. Evening was the time fixed upon for surveying, as it would have been difficult for the students to have attended school at 10 A.M., if the field work had been done in the morning many of them having to come a considerable distance. Mensuration, notes on surveying, and drawing, are the subjects which are being taught in the Entrance Class. In the second class the subjects taught are mensuration, notes on Practical Geometry, construction of scales, and drawing. In the third class, mensuration and drawing only are taught.

It is found that the students are not very regular in their attendance. This irregularity is probably due to the following causes: (1) the length of the time now devoted to study, work commencing at 10 A.M. and continuing till 4½ P.M.; (2) the non-infliction of fines for absence from the surveying and drawing lessons; (3) the idea that the subject is optional for those who please to consider it so, being necessary only for those who desire to compete for junior scholarships; (4) the want of mathematical instruments, without which the lessons can be of very little service.

(v) *Fees and fines*.—The amount collected before the 31st March 1873 was Rs. 3.

(vi) *Expenditure*.—From the 1st August 1872 to the 31st March 1873, the expenditure was Rs. 1,154-9-5. Thus the total cost of educating each pupil in this department was Rs. 1-7-1.

V.—MISCELLANEOUS.

(i) *Library*.—No books, except those presented by Government, have been added to the library during the past year. The causes of this have already been pointed out. No additions by purchase have been made to the library since the early months of 1871. This is a circumstance which, in the interest of sound education, I extremely regret. The library is always a highly popular institution, and it is certainly quite as useful as it is popular. To the masters and professors it is indispensable, and if the requisite books are not provided by the Government, those who teach are obliged to purchase them for themselves. A considerable tax of this kind has been entailed upon the teaching staff in the college of late years, and I think if those in authority will reflect upon the matter for a while, they must admit that the tax is rather a hard one. Our library here is by no means strong, and I was in hopes when I came that by judicious management it might in a few years be considerably improved. But my hopes in this direction have been miserably disappointed, chiefly through the rule made in 1871 by the Home Government. The recent retrenchments of course would have compelled me to forego anything like a normal expenditure upon the library during the past year. But what little I could afford I was determined should not be wholly lost. I have therefore (as I was unable to purchase books) taken the opportunity of having many of our old books neatly and solidly bound. This is some gain though not enough, and even in this way much still remains to be done.

(ii) *Building*.—Extensive repairs both within and without have been carried on in the building during the past year. Several rotten beams have been removed and replaced by new ones. But the most important improvement is the stone flooring which has been completed, and which has really quite changed the interior of the building, rendering it as worthy of the important object to which it is devoted as it was formerly unworthy. This flooring will in the end be as economical as it is undoubtedly useful. Altogether the building is now one of which the educational department may well be proud, and our best thanks are due to the officers of the public works for the pains which they have taken to render their work both substantial and ornamental.

(iii) *Study of Chemistry*.—The study of chemistry was introduced into the college this year, in accordance with the new regulations adopted by the Calcutta University. But unfortunately we labour here under great disadvantages in regard to this subject. No one was sent to teach it until the 17th of March, and no chemical apparatus was supplied for the purpose of illustrating the lessons of the text-book. The students of the first and second year classes were repeatedly urged, on the strength of official orders addressed to me, to choose for themselves between the old and the new course, and as they were fully aware that all power of interference had been withheld from me, they made their choice quite independently, both of my wishes and advice. I was not so much concerned about the first year, although I think the principle of these educational *placuites* is a radically unsound one; but I was very anxious that only such of the second year should be allowed to study chemistry as had a fair chance of mastering the subject, for the purposes of a University Examination, in about six or seven months. I repeatedly asked for power to control the decision of the second-year students, but my request was as repeatedly refused or ignored. The consequence was that 12 out of 25 students insisted upon joining the chemistry class in spite of all my warnings as to the difficulty of the subject and the inadequacy of the means supplied for enabling them to master it. Of these 12 I am confident that not above 3 or 4 can gain anything like an intelligent knowledge of what they have to learn, and several I know very soon regretted that they had not listened to my advice when I first proffered it to them. They will probably ere long acquire still more bitter experience as to the fatal effects of their choice. But I saw from the first that a catastrophe of some sort was inevitable. For it is evident that the most ridiculously exaggerated notions have been formed among the classes whom we

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educate as to the grand things which science is to do for them and their country. These notions have been sedulously encouraged by the discussions which have been carried on of late among European educationists and sociologists, discussions in which the real object and value of science has been totally lost sight of, and in which the most chimerical views have been put forward with the utmost gravity and confidence; so as to induce those who have a slight tincture of wholesome scepticism in their composition to conclude that whatever benefits may result to Bengali youth from initiation into the outer vestibule of western science, we shall not have to reckon among them any marked advance either in logic or common sense. Not only have these discussions been vague and utopian, but the mode in which the change has been carried out is somewhat peculiar. On what principle, I would ask, when the study of chemistry is virtually compulsory in all the colleges, should three colleges, Hughly, Dacca, and Patna, be selected as alone deserving to receive the available chemical apparatus. Are Krishnaghur and Berhampur considered mere *rida corpora*, which are unworthy of the regard of scientific men; or is their intelligence so exalted that it is supposed that they can dispense with the aids which are necessary to institutions less favoured by nature's unbought gifts?

BERHAMPUR COLLEGE.

(FOUNDED 1853)

From the Report of the Principal, Mr. R. Hand.

I HAVE the honor to submit my report for the year 1872-73.

Great changes have been effected during the year under review. Towards the close of the last financial year, *i.e.*, in January 1872, the College staff was reduced by a Professor and an Assistant Professor. Since then, pursuant to the Government Resolution of the 24th of May last, the salary of the remaining Professorship was reduced, and on Mr. Smith's removal to the Presidency College, Babu Haridas Ghosh, Head-Master of the Collegiate school, was appointed to officiate as Professor, his substantive appointment remaining vacant. The staff of the School Department was further reduced by the removal to the Head-Mastership of the Bauloah Zillah School of Babu Govinda Chandra Mitra, the 3rd Master here, and the appointment, in his stead, but on a reduced salary, of Babu Ambika Charan Mukhurji, formerly 4th Master, and subsequently Head-Master of the Malda school. These reductions were consequent on the financial reductions ordered in the Resolution above cited. Since then, on the occasion of the Lieutenant-Governor's visit to the College, His Honor was pleased to raise the Government grant to the Collegiate school by Rs. 1,000, but no change has been as yet effected in consequence.

In the month of July last, a Teacher of Drawing and Surveying was appointed, subjects that form part of the regular course of the five upper classes of the school. An outsiders' class was also opened to train candidates for the Government service, the hours of instruction being from 6 to 9 A.M. for three days in the week. In this class Engineering also is taught, but provision has not hitherto been made for teaching Chemistry and Botany. The College classes learn Drawing and Surveying, for two days in the week with the outsiders' class, and on Saturdays by themselves from 3 to 4 o'clock P.M. after the ordinary work of the day is finished. An Assistant Teacher of Drawing and Surveying has been sanctioned, but not yet appointed.

Towards the close of the year, the Sub-Assistant Surgeon in medical charge of the College was appointed to lecture on Chemistry and Botany to the College Department, and has begun a course of lectures on the Chemistry of the Metals to the first year under-graduates.

Government having sanctioned the disbursement of Rs. 50 a month for a riding class, it was opened with the new civil year, the liberality of three of the residents* having provided horses and their accoutrements.

*Raj Latchmipat Singh Bahadur
*Dhanpat Singh Bahadur.
Dr. Coates

A grant of Rs. 450 was sanctioned for gymnastic apparatus, which the Executive Engineer has kindly undertaken to construct, and a Teacher appointed, who has this day joined his post.

COLLEGE GENERAL DEPARTMENT.—The year closes with a slight increase over last year's numbers. The sessions opened with 30 students, but death and removals from other causes have left us but 24 on the rolls. One of these is a *temporary* student, a scholar who is to join the Civil Engineering College on the opening of the next session, and who, not to waste the intermediate months, continues his studies here without his stipend.

The classes at present stand thus:—

First year class	...	...	...	...	12
Second year class	...	...	...	...	12
				Total	24

Until the establishment of the projected Hostel provides a comfortable home in this sickly place for students coming from the surrounding districts; and a full staff, the means

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of completing the Arts Course here; I fear there is little prospect of any considerable increase in the number of our under-graduates. The Berhampur College was designed to supply the wants in high English education of the several districts that are comprised in the Rajshahi circle, and when the establishment and successful working of the University extended this education, provision was made for carrying under-graduates through the appointed course in Arts and Law. It is true that recent special disturbing influences, of which not the least effective was the growing unhealthiness of the place, had caused a considerable decrease of students, who at one time numbered 77 (1864-65), and for years after, until the

reduction of the classes, as in the margin; but *at the worst* this reduced number was, when lowest, nearly twice as numerous, as since the abolition of the upper graduate classes, though these

classes always had comparatively small numbers. I desire most respectfully to urge it on His Honor's kind re-consideration that the distance of the districts of the circle and the difficulties of transit, by land or water, to Calcutta or to Ilughly, render it especially desirable that ample provision should again be made, *even if on a much more economical scale*, for a complete course of instruction in this College in Arts, as well as in the special branches that constitute the appointed Civil Service Curriculum. And I would, under His Honor's permission, take the liberty to add that the recent extension of the Rajshahi Zillah School to a High School, whilst it justifies the restoration of the Berhampur College to its former *status*, to which this High School would be a feeder, holds out the not unreasonable hope that in this measure the Lieutenant-Governor contemplated the concession which he had conditionally promised to the deputation that waited upon His Honor in August last.

The total cost of the General Department of the College has been Rs 18,948-15, to credit of which is the sum of Rs. 1,335 collected as fees, the net cost to Government being Rs. 17,613-15, or on the average of the year's students Rs. 800-10-1 per head per annum

The social status of the parents and guardians is as follows:—

Classes.	Zemindars, talukdars, and persons of independent income.	Professional persons	Government servants and pensioners
1st year class	4	5	3
2nd year class	8	3	1
Total	12	8	4

Nine students presented themselves for the intermediate Arts Examination. Of these 1 had been so ill for some time previous, that he was obliged to leave Berhampur and was allowed to be examined at Ilughly. Of these students 3 only were passed, 1 in the second and 2 in the third Grade.

On the result of the annual examination, 2 under-graduates were allowed to retain their scholarships, and 1, unable from severe illness to attend, on the satisfactory progress made during the session.

LAW DEPARTMENT.—The Lecturer on Law, Babu Gurudas Banurji, M.A., B.L., resigned his appointment from the 16th of November last, and Babu Gopal Chandra Mukhurji, M.A., B.L., appointed to succeed him, entered upon his duties on the opening of the present session.

In pursuance of the orders of Government in the Resolution of the 24th of May last, before referred to, the Lecturer receives no fixed salary, but the fees as remuneration.

There are only 14 students in this Department at present, all of them studying for the Pleaders' Examination. Now that the University has discontinued the grant of a Licence in Law and requires two years' study of law after graduating in Arts, no Law Department can flourish that is not connected with a 1st grade College.

The social status of the Law students is thus shown:—

CLASSES	Zemindars, talukdars, and persons of independent income.	Professional persons.	Government servants and pensioners.
1st year class	4	3	4
2nd year class	1	1	2
Total	5	4	6

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One candidate went up to the last examination for the Degree of Bachelor in Law and was passed in the second division; at the Licence Examination, the last, it is probable, that will be held, 4 candidates presented themselves, of whom 3 were passed.

The routine of studies for the current session has been so arranged as to fall in with the course in Law for the Civil Service class, and provision made for so much of the latter course as is special.

The cost of the Department for the first three quarters of the financial year was Rs. 1,506-10-8, and its income from fees Rs. 855, showing a net cost to Government of Rs. 651-10-8. The fees in the last quarter of the year amount to Rs. 160, which sum has been paid to the Lecturer.

COLLEGIATE SCHOOL.—The numbers in the School Department continue pretty steady, the excessive illness notwithstanding of the last two months. The year closed with 180 students against 183 of the previous year. The Entrance class is very large. It contains at present 46 students, and it is probable that, but for the extreme unhealthiness of the season, the numbers would have been even larger. The prevalence of small-pox is unprecedented, and cholera also has had its victims. The panic caused by the former, raging as it was in the immediate vicinity of the Collego building, at one time seriously affected our attendance. It is not likely, however, that the Entrance class will be so full after this session, in consequence of the exclusion of text books in English literature from the University Examination. The change seriously affects cramming, and therefore the chances of passing. Hence all who have or who think they have any chance of passing under the old system, will go up to the next examination, after which the number of Entrance candidates, it is likely, will very greatly fall off.

The cost of the Collegiate school has been Rs. 10,834-10-10, and the fees realised Rs. 4,545-4-0. The actual cost to Government has, therefore, been Rs. 6,289-6-10, or Rs. 36-15-11 per head per annum.

The social status of the parents and guardians is as follows:—

Zemindars, talukdars, and persons of independent income.	11
Merchants, bankers, banias and brokers	11
Professional persons	54
Government servants and pensioners	61
Shop-keepers	6
Others	7

The results of the Entrance Examination have been satisfactory. Of 23 students, who presented themselves for examination, 2 being kept away by illness, 12 were passed; of whom 4 were placed in the 1st Division, 7 in the 2nd, and 1 in the 3rd Division.

The examination of the other classes of the school, conducted by myself and the officers of my staff, on the whole gave me satisfaction. I was afraid that the Preparatory Entrance class might have suffered from the change of its teachers; but such was not the case. The 7th year class teacher had exerted himself successfully, and the rest of the classes also were fairly efficient. Many students were absent from sickness, and some inequality in progress was observable, which indeed can scarcely be helped at times; but taken as a whole, the labors of the year had been successful.

SCHOLARSHIPS.—There were 1 Senior and 5 Junior Scholarships awarded to students of this Institution on the result of the last University Examinations. The former was made tenable at the Presidency College, and the latter here; but 3 of these have since been transferred, 1 to the Presidency, and 2 to the Civil Engineering College. An application is pending for another transfer.

DRAWING AND SURVEYING.—In ignorance of the debits to the Drawing and Surveying allowance, on account of surveying implements supplied by the Mathematical Instruments Department on the indent of the Officiating Director, I am not able to show the total expenditure against this grant. The amount drawn for establishment and contingencies is Rs. 783-14-6, to credit of which is Rs. 28-7-6 realised from the sale of Drawing materials, and Rs. 129 from outsiders' fees.

RIDING.—The cost of the Riding class has been Rs. 127-2-10, leaving a surplus of Rs. 72-13-2 from the grant on this account, reckoned from December last.

GENERAL COST.—The charges for the year in the several departments, inclusive of the charges for Drawing, Surveying, and Riding, aggregate Rs. 32,361-5-10, against which is the sum of Rs. 7,024-4 realised from fees, inclusive of Rs. 129 fees paid by the outsiders' class; and of Rs. 28-7-6 from the sale of Drawing materials. The actual net cost therefore to Government of this institution, in all its departments, is Rs. 25,308-10-4. Assuming the grant to the general College and Collegiate School to be for the 1st quarter, the amount actually expended, and for the other quarters the sums sanctioned in the resolution of the 29th of May last, there is a saving in the Collego Department of Rs. 1,440 on account of establishment, and Rs. 372-1-5 of contingencies. In the Collegiate School the sum of Rs. 607-7-1 is saved on the former, and Rs. 327-10-3 on the latter account.* The large saving under the head of contingencies is attributable chiefly to the circumstance that no portion of the Library allowance has been expended.

* The savings are reckoned for three quarters of the year only.

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LIBRARY.—In consequence of the injury to the books by white-ants reported last

Milman's History of Christianity, Vols 3, 7, & 8.

Kingsley's Austin Elliot,

Ditto Two Years Ago

Aristophanes, translated by J. Hickie, Vols 1 and 2.

Chitty's Blackstone, Vol 4

A Woman's Thoughts &c., by Author of John Halifax.

Sports and Pursuits of the English, by the Earl of Wilton.

Beauties of the Court of Charles II, by Jameson

Oliver Twist, by Dickens

Salmon's Higher Algebra.

Poems by Archbishop French

Wanderings in West Africa, Vols 1 and 2

year, and again as in the margin, the sum of Rs 280 was sanctioned by the Committee from the interest of the College Building Fund Balance for pitching the floor of the Library and of the Instruments room. The work was kindly done by the Public Works Department at a cost of Rs. 214 A further sum of Rs. 47 was sanctioned for matting, the actual outlay on which was Rs. 33-8-9.

From a local grant of Rs 100 there have been 21 books added to the Library, and

Supplement to Goodeve's Law of Evidence

Oliver's Indian Botany Pinsep's Criminal Procedure.

Babu Annada Prasad Ray has kindly given the works noted in the margin

From Government 13 books have been received besides the usual Law and other Reports and Periodicals.

INSTRUMENTS.—Since the abolition of the higher under-graduates' classes, the instruments have been very little used; they are in good condition, except a Barometer that was injured in removal during the annual repairs of the building; and which has been sent to the Mathematical Instruments Department to be put to rights

THE BUILDING.—There has been no sinking of the floor this year. The building is in good condition; but the pent-roofs are not yet water-tight.

THE CLOCK.—The turret clock, presented by the late Babu Ráj Kissen Ray, and put up after his death at the expense of his son Babu Annada Prasad Ray, was this year thoroughly cleaned and adjusted by Messrs. Black and Murray, on a guarantee for two years, at a cost of Rs. 165, met by Annada Babu, at whose cost also it was once before partially cleaned by a native workman for Rs 35. The clock is now in excellent working order, and is of advantage to the community at large as well as to the College.

THE HOSTEL.—In August last the Lieutenant-Governor, during his visit to Berhampur, was pleased, on the representation of the native community through a deputation that waited upon His Honor in the Library of the College building, to sanction the outlay of Rs. 6,000 and a piece of land for a Hostel or Boarding-house for students, on condition of an equal sum of money being raised by the community for the construction of the building. The subscriptions for this purpose, already announced, aggregate Rs. 8,152, and further donations are expected. The munificence of the donors has been handsomely acknowledged by His Honor in the official Gazette. It is right to add that two of these, the Maharani and Babu Annada Prasad Ray, both of Kasimbazar, have for some time promoted the cause of education by paying the fees of indigent but promising youths. The same generous interest has also for some years been evinced by Babu Pares Narayan Ray, of Putia. These benefactions have been before reported, and are now noticed as having been steadily continued ever since.

I have also to acknowledge the active interest in the College evinced during the year by Babus Baikuntha Nath Sen, Dina Nath Ganguli, Syama Charan Bhatta and Baikuntha Nath Nag, to whose exertions I am chiefly indebted for the munificent donations to the Hostel and the Riding class.

THE DISPENSARY.—The dispensary is much resorted to, and during the prevalence of the periodical fevers of the district, which, last year, were especially severe, it is an invaluable blessing, highly appreciated by the community.

PATNA COLLEGE

(FOUNDED 1862.)

From the Report of the Principal, Mr. J. W. McCrindle, M.A.

COLLEGE DEPARTMENT.—The College was under the charge of the Officiating Principal, Mr. J. K. Rogers, until my return from leave on the 26th of October last. In the month preceding the services of Mr. Carnduff, who had been officiating for Mr. Rogers, were transferred to the Government of the Central Provinces.

NUMBER OF STUDENTS.—The number on the rolls on March 31st was 97 (inclusive of 7 ex-students of the second year's class), being an increase of 18 over the number returned for the previous year. They were divided as follows:—

First year class	...	...	...	39	Third year class	...	...	...	11
Second " "	...	...	...	37	Fourth " "	...	...	...	10

Patna College

The students of the first year class came from the schools under noted :—

Patna Collegiate School	..	11	Bhaugulpur Zillah School	3			
Arrah Zillah	"	2	Monghyr	" "	3		
Gya	"	..	2	Purnea	" "	..	2
Saran	"	"	3	Behar Aided School	3		
Mozufferpur Zillah	"	2	Schools in Lower Bengal	8			

The average number of students on the rolls monthly was 66, and the average number attending daily 59.6.

The following tables show how the students are classified by race and creed :—

	Bhahus	Bengalis	Others
1st year	15	23	1
2nd "	17	20	1
3rd "	1	7	
4th "	4	5	1
Total	40	55	2

	Hindus	Muhammadans	Christians
1st year	33	5	1
2nd "	32	1	1
3rd "	10	1	
4th "	9	1	
Total	81	11	2

With regard to social position, the returns show that the students are drawn almost exclusively from the middle classes of society; four only belonging to the upper classes, and one to the lower.

The number of Muhammadans both in the School and College is slowly increasing. The attendance in the latter department in successive years, since 1868 inclusive, has been 4, 8, 6, 10, 9, and 11. Nearly three-fifths of the students are scholarship-holders, the first year's class containing 26, the second 23, the third five, and the fourth three.

FEES AND FINES.—The amount realized from these sources is returned at Rs. 4,799-8-7, being a decrease of Rs. 41-5-4 on the collections of the previous year.

EXPENDITURE—The year's expenditure has been Rs. 36,492-5-11, against Rs. 27,833-4-5 in the previous year. This increase is partly due to higher pay being drawn by Professor Ewbank, partly to the operation of a Government rule which ordered the practice of charging a portion of the Principal's salary to the School account to be discontinued, and partly to the fact that Mr. Carnduff, who officiated for Mr. Rogers, was an officer drawing the maximum pay of his grade. The cost of the department to Government has been Rs. 31,692-13-4. The total cost of educating each pupil has been Rs. 46-1-2, and the cost to Government 40-0-3 per month. The cost for the current year will probably not much exceed Rs. 30.

UNIVERSITY EXAMINATIONS—The number of candidates sent up to the First Arts Examination was 23, of whom three passed in the 2nd Division, and eight in the third. The failures were in English 10, in 2nd language nine, in History five, in Mathematics four, and in Philosophy eight.

Scholarships of the 2nd grade were awarded to the following: Narayan, Prasad, Devendra Nath Ray, Hari Das Chaturji, Giris Chandra Sarkar, Giris Chandra Datta, and Govind Charan.

The number of candidates for B.A. was 13, of whom five passed in the 2nd Division, and three in the third.

The failures were two in English, two in 2nd language, two in Mathematics, two in optional subjects, and two in Philosophy.

The scholarship-holders of the 1st and 3rd year's classes were examined by the College staff on the studies of the year in November, when all were found to have made such progress as entitled them to retention of their stipends.

His Honor the Lieutenant-Governor having noticed at the Convocation for conferring Degrees, held in March 1872, that almost all the University candidates from Behar were Bengalis, was led to think that the Province had not made such progress in education as would justify the continuance of the B.A. Classes in the College, and he accordingly announced his intention to reduce the higher English Classes and Literary Professors, and to confine the College to the First Arts English standard as had been done in the case of two other Mofussil Colleges. He intimated, however, that he would not reduce the grant to the College, but apply the money saved to establish classes for instruction in subjects of immediate practical utility for which a demand might be found to exist, to establish scholar-

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ships also for the encouragement of English and practical arts required for the Public Service, and otherwise to assist the people of the Province to escape from their present disadvantageous position. When this resolution was communicated to the Officiating Principal, he judged it proper to submit through you for His Honor's consideration a representation of facts calculated to modify the opinion which he had formed. He stated that the College had not existed long enough to have had as yet a fair trial, that it had nevertheless already sent up many successful candidates to the University Examinations, of whom a fair and always increasing proportion were Beharis, that there was an increasing demand in the Province for the higher English education, that Behari boys were by no means intellectually inferior to the Bengalis, and that if they had not been equally successful at the Examinations, this was to be ascribed to the fact that the Bengalis had the advantage of living with educated relatives who were both able and willing to assist them with their lessons at home.

His Honor also ascertained, when he paid a visit to Patna in September last, chiefly for the purpose of settling the College question, that the people of the place would much prefer to retain the B.A. Classes. He accordingly decided to allow the College to retain its status as a first class College, educating up to the B.A. standard.

Many important changes were however introduced in the course of the year into the curriculum of study both in the School and in the College, the general aim of which was to widen and give a more practical turn to the education imparted. There are now classes for Chemistry, Botany, Physical Geography, Drawing, Surveying, the elements of Engineering, and Gymnastics. Changes have also been made in accordance with the new rules for the examinations in Arts, which prescribe alternative courses of study in which Literature and Science respectively predominate. As the staff of the College was numerically inadequate to give instruction in both courses, it was ruled by the Lieutenant-Governor that the Science course only should be taken up. Under this system the work is thus apportioned among the College officers. The Principal takes the classes for Logic and Psychology and the Literature of the B.A. Classes. Professor Rogers, the Literature of the First Art classes, together with Botany, Physical Geography, and other branches of Natural Science. Professor Dyball, the Mathematics of the 2nd, 3rd, and 4th year's classes and Physical Science. The Assistant Professor History, together with the Mathematics and part of the Literature of the first year's class. Dr. Simpson, the Civil Surgeon, gives lectures on Chemistry to the students of the first and 3rd year classes and those of the Civil Service class. He reports thus: "I am very well satisfied with the progress made by some of the students in the Chemical class, and the interest taken by them in the study of the subject. When proper arrangements are made for a laboratory and class room, and proper and complete apparatus and reagents have been provided, I anticipate having a large attendance. I hold examinations periodically, and the answering in many instances is very good. At present I have great difficulties to contend with, having no assistance of any kind, but I have promised to give the most deserving student available the allowance of Rs. 10 granted by His Honor the Lieutenant-Governor for the entertainment of an assistant. As soon as the session is over and the students are sufficiently advanced, I will select one."

In the 1st year's class, on the 31st of March, 18 students (of whom 14 were scholarship-holders) were studying Chemistry and the others (of whom 12 were scholarship-holders) Psychology. The 2nd and 4th year's classes are following out the courses which they respectively took up at the beginning of last session, with the addition (in the 2nd class only) of Surveying, Drawing, and elementary Engineering. The 3rd class students have all taken up Natural Science.

ORIENTAL DEPARTMENT.—The languages studied are Sanskrit, Arabic, and Persian. The annexed table shows the number studying each:—

	Sanskrit.	Arabic.	Persian.
First year class	26	8	5
Second year class	20	5	4
Fourth year class	8	2	0
Total	54	15	9

The number of candidates in Sanskrit at last F.A. Examination was 18, of whom 9 passed; in Arabic 5, of whom 2 passed.

In the B.A. Examination 8 appeared for Sanskrit, of whom 5 passed; and 5 for Arabic, of whom 3 passed.

LAW DEPARTMENT.—The number on the rolls at the end of the year was 63, against 89 of the previous year. The average number on the rolls monthly was 67 and the average daily attendance 57.

The income from fees and fines amounted to Rs. 4,575, and the expenditure to Rs. 2,400, showing a profit to Government in this department of Rs. 2,175.

Patna College.

The following report has been submitted by the Law Lecturer, Babu Navin Chandra Dé, B.A. and B.L. :—

Of the 63 law students whose names were on the rolls at the end of the year, 8 were candidates for B.L. degrees, and 55 for Plederships. They were distributed as follows :—

<i>B. L. Candidates.</i>			
Third year class	..	...	1
Second year class			3
First year class		...	4
		Total	8

<i>Candidates for Plederships</i>			
Second year class		...	26
First year class			29
		Total	55
		Grand Total	63

Hindus			16
Muhammadians		..	17
		Total	63

Beharis			46
Bengalis			17
		Total	63

2. It will be seen from the above that there was only 1 student in the 3rd year B.L. class at the close of the year. This is owing to the fact that during the last academical year there was no 2nd year B.L. class in the College on account of certain changes in the B.L. Regulations, consequently, at the commencement of the present session, the dissolved 3rd year class could not as usual be replaced by the class next below it, and only one student was found qualified to join the class. It will also be observed that there has been a considerable falling off in the strength of the department during the present academical year.

3. The scheme of lectures was the same as in the previous years, the object in view being to combine the requirements of the University curriculum proscribed for the B.L. examination with the pleadership examination course, so as to enable students to qualify themselves for both the examinations.

4. The result of the last University Law examinations was extremely favorable to the department. There were 9 candidates from the Patna College, all of whom have passed, 6 as B.L.'s and 3 as Licentiates in Law, and amongst the former the 1st in the general list and the medalist for the year was a student of the Patna College. The result of the last Pledership examination was however not satisfactory. Out of 31 candidates (including some unsuccessful students of previous years) present at the examination, 1 passed in the senior grade and 12 in the junior grade.

CIVIL SERVICE LAW CLASS.—This was opened on the 5th of August last, and there was soon a large attendance. The number of candidates from the class at the Civil Service Examination, which was held in February last, was 31, and of these all were successful except 7, while some passed with considerable distinction. The attendance was reduced almost to zero after the examination, but there is a likelihood that there will be numerous applications for admission by the beginning of next month.

The realizations from fees and fines aggregated Rs. 444, while the whole expenditure amounted to Rs. 792-14-1, showing that the cost to Government was Rs. 348-14-1 or Rs. 1-6-8 per month for each pupil. The following report has been submitted by the able lecturer Babu Sasi Bhusan Banurji, B.A. and B.L. :—

The number of out-students increased steadily, but the imposition of a fee on the in-students, who took their admission into the class in the hope of being exempted from payment of fees in consideration of their being subject to the payment of Rs. 5 in the General Department, led to the gradual falling off of their number. From 23, the largest number of in-students on the roll, the number came down to 10 just before the examination; whereas the number of out-students increased from 4, the number on the roll in August, to 30, the number in December. There were 10 in-students and 26 out-students on the roll in February, all paying a monthly fee of Rs. 2 each. Among the 10 in-students were two junior scholarship-holders, whose scholarships had been transferred to this department; and both of whom have been declared eligible for the higher grade of appointments after a year's service in the lower grade. These 36 students were composed of 24 Hindus, 9 Muhammadans, and 3 Christians—natives of Behar constituting, as a matter of course, the bulk of the class. A course of lectures embracing the criminal, revenue, and opium laws, as laid down in the Government notification of 2nd July 1872, was delivered from the opening of the class in August to the middle of February.

Reports of Colleges.

Out of a class of 36 students, 28 appeared at the late Civil Service Law examination held at Patna; 9 of these were allowed to go up for appointments of the higher grade, and 19 were elected as candidates for those of the lower grade; 6 of the 9 candidates for the higher grade came off successful, one of whom passed in opium laws, and has already been appointed assistant sub-deputy opium agent. Of the 3 rejected candidates (two of whom were placed in the third class), one Pratap Narayan, a relative of the Raja of Gidhor, Monghyr, was unable to understand the lectures delivered in the class on account of his very imperfect knowledge of English, and papers were given him in Urdu. Four of the 19 candidates for the lower grade who did not possess the qualifications of Government service or University degree required for the higher grade of appointments, were admitted as "qualified for the higher grade" on account of their having done particularly well in the examination. Eleven were placed in the second class, who were to be eligible for the higher grade of appointments after one year's service in the lower grade, and of the remaining 4 candidates one was placed in the 3rd class and 3 were plucked. It may not be out of place to mention here that one* of the students of the Civil Service Law class, who was appointed sub-deputy in December last subject to the examination successfully and was placed in the first class. Two more ex-students of the class appeared at the examination, and both of them were successful.

Guindra Nath Chaturji,
Ananda Prasad Sen, Syama Chhuran
Das, Zakir Husain

* G. Baptist

passing the examination, passed

1st Class — Umrao Chandra Bhatnagar
2nd Class — Syama Chhuran Mitra

The following table exhibits in abstract the result of the late Civil Service examination of the candidates of the Patna Native Civil Service Law class:—

STUDENTS.	NUMBER OF CANDIDATES			NUMBER OF CANDIDATES			Number passed in the 3rd class or rejected	REMARKS
	Higher grade	Lower grade	Total	1st Class	2nd Class	Total		
In-students	1	5	6	1	4	5	1	a This includes 6 of the 8 out-students who passed successfully, and 3 out of 14 candidates for the lower grade who did particularly well in the examination.
Out-students	8	14	22	9a	7	16	6	
Ex-students	2	1	3	2	1	3	„	b This includes 3 placed in the 3rd class and 4 plucked. They are shown in the same column, on the supposition that those placed in the 3rd class failed in law.
Total	11	20	31	12	12	24	7b	

Among the successful candidates of the Patna College, 3 students, Chandra Narayan Gupta, B.A., Guindra Nath Chaturji, and Khyrat Ahmad, deserve particular mention as having passed in Law with high distinction.

The number of students on the roll on the 31st March was only 4, against 36 returned for February, the preceding month. This sudden falling off was due to the breaking up of the class after the examination, which commenced on the 17th February and lasted till the 22nd. Now that the notification of the 22nd April announces that the next examination of candidates for admission into the Native Civil Service will be held in February 1874, and that the successful candidates are being provided with appointments, the Civil Service Law class bids fair ere long to be numerously attended.

STUDYING CLASS—This class was opened on the 15th of April last, and within a few days after there were about 144 names on the roll. The average number on the rolls monthly was 70, and the average number attending daily 34. The amount realized from fees and fines was Rs. 507 and the expenditure Rs. 1,930-13-9, showing that the cost to Government was Rs. 1,423-13-9, or Rs. 2-0-4 per month for each pupil. The head teacher, Babu Kali Prasanna Mukherji, has most efficiently discharged his duties, and I have also been satisfied with the services of the assistant.

The following report has been submitted by the former:—

“Considerable difficulties having been felt in managing all the students in one class, they were divided into two sections to be taught on alternate days. In the month of June last, when a fee was fixed for the out-students, their number began to fall off; the in-students, too, began to leave off as the University examination drew nigh, so that by the month of July 33 out-students and 41 in-students remained on the roll. The students were still too many to be taught in one class, and the arrangement of teaching them in two sections still continued. The time devoted to the teaching of the class was 2 hours a day; sufficient time, therefore, not having been found for devoting to the Civil Service students who had a long list of subjects to get up, I lectured to them on engineering for two hours every night until the subject was finished.”

Patna College.

The following were the subjects taught in the class :—

Mensuration, printing, drawing geometrical figures, construction of simple and diagonal scales, use of the chain, compass, and plane table, building materials, construction of buildings, earthwork and roads, projection of simple solids, designing and estimating of simple buildings and bridges, field work, plotting and laying out curves, levelling.

Before the field work commenced I had undertaken to teach my students the use of the chain, the compass, and the plane table by the survey of the college compound and the adjoining plots of grounds. Regular field work commenced about the second week of November. Most of the in-students being absent during this time, the class was divided into eight survey parties of 7 or 8 students each. A plot of ground about half a square mile in area was surveyed by each party; plotting followed, and the accuracy of the work was ascertained by comparing the plottings severally produced by the parties and by measuring a trial line across the surveyed field. Some time was also devoted to teaching practically the method of laying out a curve by means of chords and offsets.

The whole course prescribed for the Civil Service examination was, with the exception of levelling, finished by the end of December.

The supply of some levelling instruments and staves was expected from Government, but as no such instruments were supplied, the want had to be met by the loan of a Dumpy level from the Municipal office.

With respect to the progress made by the students of the class, I have much pleasure to state that the majority of them exhibited great patience and industry in getting up the subjects, but I am under the necessity of bringing to your notice that these students, with few exceptions, were outsiders; those of the college having evinced singular want of zeal and attention to learn the subjects, as they did not form any part of their University course.

I feel it my duty to bring to your notice here that I received great assistance from the assistant surveying teacher, who has always shown much energy and efficiency in the discharge of his duties.

At the commencement of the present session, in January last, the students of the different classes of the college and school departments, instead of forming one class, have, for the sake of convenience, been divided into separate classes.

The students of the 1st and 2nd year college classes form one class, those of the Entrance form the second, those of the 2nd class make up the third, and those of the 3rd and 4th taken together form the fourth. The above-mentioned classes are being taught every week for five hours, three hours, three hours, and two hours respectively. Of these the two first mentioned are under my tuition, and the rest under the tuition of the assistant surveying teacher.

As regards the students attending the class during last year for the Civil Service examination, I beg to state that they continued till the 15th February; 49 students appeared in the Civil Service examination, of which 43 have successfully passed it. In the present Civil Service surveying class there is only one student who has been newly admitted.

GYMNASTICS.—The teacher whom you appointed on probation entered on his duties towards the end of March. He appears to know his art well, and promises to be a good teacher.

SCHOOL DEPARTMENT.—The number on the rolls at the end of the year was 444, being an increase of 32 on the numbers of the year preceding. The average number on the rolls monthly was 410, and the average daily attendance 330 5.

The tables below show how the pupils are classified according to race, creed, and social rank :—

Beharis	...	355	Bengalis	90	East Indians	12
Hindus	...	331	Muhammadians	101	Christians	19
Upper Class	...	25	Middle Class	369	Lower Class	50

Of the 25 pupils included in the upper classes 6 belong to the highest ranks.

The relative proportion of Muhammadians was higher than in any previous year.

FEES AND FINES.—The receipts for the year amounted to Rs. 9,551-15-0, against Rs. 8,529-8-3 of the previous year, showing an increase of Rs. 1,021-14-9.

The total expenditure is returned at Rs. 17,672-12-0.

Under the retrenchment of expenditure on colleges ordered by the Lieutenant-Governor, the assignment for the school was fixed at Rs. 6,000 per annum. This sum, added to the realizations from fees and fines, makes the total income of the year Rs. 15,551-15-0, which falls short of the expenditure by Rs. 2,120-13-0. The greater part of this excess was incurred during the first three months of the financial year before any reductions could be effected in the school staff. The excess during the last nine months was in all Rs. 984-3-4. Against this may be set off a saving under the head of contingencies (the assignment for which has been fixed at Rs. 2,300) amounting to Rs. 816-7-11, of which one-half belongs to the school department. During the first three months of this year the Government assignment supplemented by the fees has somewhat more than sufficed to cover the expenditure.

Reports of Colleges.

A comparison of the former with the present establishment will show the nature and extent of the reductions which have been made :—

	Former establishment	Present establishment
	Rs.	Rs.
Head-master	300	300
2nd "	200	150
3rd "	150	100
4th "	100	60
5th "	80	50
6th "	60	40
7th "	50	30
8th "	40	25
9th "	30	25
10th "	25	20
11th "	25	20
12th "	20	
Total	980	720

The cost of the oriental department to the school account stands at its former figure, Rs. 360 per month, as thus :—

Head Maulvi	Rs. 150	Junior Sanskrit Pandit	Rs. 40
2nd "	60	Senior Hindi Pandit	" 30
3rd "	40	Junior " "	" 20
4th "	20		

The number of pupils studying Hindi is 184, Urdu 234, Persian 16, Sanskrit 45, and Arabic 28. Persian is taught in the 3rd class, Arabic in the 1st and 2nd, and Sanskrit in the 1st, 2nd, and 3rd classes.

ANNUAL EXAMINATION.—The senior classes were examined in November by the College officers, and the Junior classes by the head and other senior masters. The reports are, on the whole, favorable, except in the case of the 2nd class.

ENTRANCE EXAMINATION.—The number of candidates sent to this examination was 18, of whom 13 passed—in the 1st division 2, in the 2nd division 6, and in the 3rd division 5.

Scholarships of the 2nd grade were awarded to G. Scott, Azam Ali, and Devendra Nath Sen, and scholarships of the 3rd grade to Sudamya Acharya, Janak Dhan Lal, Bhubaz Sinha, Badri Nath Tiwari, and Gorib Das.

The failures were—2 in English, 2 in 2nd language, and 2 in mathematics.

SCHOLARSHIP-HOLDERS.—The number of vernacular scholarship-holders is 10, and of minor stipend-holders 2.

Neither Mozufferpur nor Bhagalpur zillah schools have supplied this year passed entrance candidates eligible for the Pearson and Harballabh Narayan scholarships, which are tenable in this college.

CITY SCHOOL.—This continues to prosper. Shaikh Gaubir Ali, the master in charge, having been appointed a Deputy School Inspector in the North-West Provinces, resigned his post, and the opportunity was taken to abolish it, and by this a saving of Rs. 80 per month was effected. The branch of the 5th class which he taught was in consequence transferred to the school at Bankipur. Bhabu Ram Lall, the 4th master, has succeeded Gaubir Ali in the charge of the Branch School.

COURSE OF STUDY.—This has been considerably extended. Surveying, mensuration, drawing, and physical geography, are now taught to the 1st and 2nd classes, and drawing to the 3rd and 4th classes also.

The whole amount expended during the year on all the departments was Rs. 59,284-14-0. The proceeds from fees and fines aggregated Rs. 18,814-11-2, showing that the whole cost to Government was Rs. 39,111-6-5. The total cost to Government in the year preceding was slightly less than this, having been Rs. 39,215-10-6.

LIBRARY.—Only a very few books were purchased during the year. Several valuable and interesting works were presented by Messrs. Ewbank and Behrendt and Sayyid Habi-ur and Muhammad Ahsan, and 58 volumes were received from Government institutions. These are in good order. The stock has been augmented by the addition of instruments for surveying from the college building fund. The balance which remained to credit of this fund after payment of Rs. 26,048-14-11 on account of alterations and the addition of one wing, was Rs. 14,589-1-11. This has been recently augmented by a contribution of Rs. 10,000, which has been paid over to the Commissioner of the Division. The further requirements of the College in the way of accommodation are—

1. A second wing (containing a library, hall, and class rooms) to complete the design of the edifice.
2. A grand staircase to give access to the upper floor.
3. A hall for lectures on chemistry and other branches of science, with laboratories and cabinet rooms attached.
4. A wall to enclose the college grounds.

An application will be made for permission to expend the funds in hand on the most urgent of these requirements.

St Xavier's and Free Church Colleges.

ST. XAVIER'S COLLEGE.

(FOUNDED 1860.—AIDED 1865)

From the Report of the Rector, the Very Revd E. Lafont, S J

In submitting the Annual Report of St Xavier's College for the year ending 30th of March 1873, I am happy to say that both the School and College Departments are in a flourishing state. The spirit and general behaviour of the students have been remarkably good, and the daily attendance was all that could be desired.

The total number of pupils attending the Institution was, at the close of the scholastic year, 506, distributed as follows :—

College Department	31
Upper School	226
Lower School	249

Of these 152 were boarders, 354 day pupils, and 128 Christians.

We sent up last year six of our students for the First Arts Examination, of these four passed—one in the second division, and three in the third.

Fourteen presented themselves for the Entrance Examination; of these, nine succeeded—five in the first division, three in the second, and one in the third.

Nine Government scholarships were tenable in St. Xavier's College this year—two second grade senior scholarships; one first grade, one second grade, and four third grade junior scholarships; besides these a scholarship from the Central Provinces was transferred to our college in favor of P. O'Grady.

The changes introduced in the B.A. University courses did not require any alteration in our programme of studies, which has been for some years past, including a scientific course of lectures, great inconvenience, however, has been felt on account of the text-books in physical geography not being procurable in Calcutta.

FREE CHURCH COLLEGE.

(FOUNDED 1840 —AIDED 1864)

From the Report of the Principal, the Revd W. C. Fyfe

It does not seem needful to dwell on the work connected with the institution at great length. Matters continue in much the same state in our educational operations from year to year, and no doubt the testimonies which we are able to subjoin from distinguished visitors, who have carefully examined the working of our system, may safely be held to render unnecessary any further statement that I could give.

In the end of April last the institution was visited by Lord and Lady Napier. His Excellency, then Viceroy and Governor-General of India, remained above three hours, carefully examining several classes both in the college and school divisions. The following very kind letter will show what is His Lordship's opinion of our classes.—

“GOVERNMENT HOUSE,

“Calcutta, 1st May 1872.

“MY DEAR DR. MURRAY MITCHELL,

“I hope you did not think me obstinate and discourteous in declining to address the boys at the Free Church School the day before yesterday. Owing to the peculiar circumstances in which I have come to Calcutta I have avoided every act of a public character. I am, at any rate, disinclined to make speeches, and to encourage receptions and demonstrations which are often rather conventional than sincere or useful. But because I preferred to be silent, I was not indifferent. I appreciate most highly the success of your labours, a success which you share with the ministers and agents of the same church in other parts of India, and which is nowhere more conspicuous than in Madras. It was a great satisfaction to Lady Napier and myself to inspect and examine a school which has conferred in past times such great benefits on the people of this country, and which is destined still to be the source of so much light and good. I was struck by the cheerful and intelligent aspect of the young men in all the classes, by the extent of their acquirements, as far as I could judge, and by the high standard of thought and culture in the students for the B.A. degree, which I think surpasses anything that I have seen in a single school in the south of India.

“Accept my best wishes for your sacred and useful work, and believe me.

“Yours very sincerely,

“ (Sd.) NAPIER.”

Reports of Colleges.

Soon afterwards Lord Northbrook, amidst the pressure of manifold engagements, showed us the great kindness of coming to inspect our work. His Excellency saw a good deal of the school, and still more of the college. He took away with him for leisurely examination some exercises in English which the college students of the fourth year had just finished. These His Excellency was kind enough to examine with care, writing remarks on each and giving us his opinion on the papers as a whole "very satisfactory."

In the month of July the institution was visited by His Honor the Lieutenant-Governor of Bengal. The following letter will show that His Honor took a very hearty and friendly interest in our efforts:—

"BELVEDERE,

"Alipore, 16th July 1872.

"MY DEAR DR. MITCHELL,

"I CAN most heartily assure you of the pleasure and satisfaction which I derived from visiting your institution.

"So far as I can judge, the general education of your young men is excellent, and I am sure that their tone and conversation is very good indeed. I am particularly glad to see, too, that while cultivating the mind you do not neglect the body. The gymnastics in the Free Church institution was a most agreeable surprise to me. Several of the Bengali boys seemed to be wonderful gymnasts; and if the majority did not take part, they all seemed to have a real and intelligent interest in the thing, so that I doubt not the practice will develop, and that we shall not want competent candidates for our Civil Service Examinations. The gymnastic teacher really deserves great credit as a leader of his countrymen.

"I observe, too, that you have ample provisions of apparatus for teaching natural science, chemistry, &c., and I have no doubt that your institution will supply education in science and art as soon as there is a sufficient demand for it.

"Altogether, I am sure that you need fear comparison with other colleges and schools.

Yours very sincerely,

"(Sd.) G CAMPBELL"

Lord Hobart, the Governor of Madras, also most kindly paid our institution a visit in January last. His Excellency was pleased to express much satisfaction with what he saw of our work.

ATTENDANCE.—The number of students on the rolls on 31st March 1873 was 108. The daily attendance from 31st March 1872 to 31st March 1873 was 79, while the average number on the rolls was 86.

FEEs.—The whole amount realized from this source between the 31st March 1872 and the 31st March 1873 was Rs. 5,156-8-0. The current expenditure during the same period was Rs. 22,410. The monthly cost of educating each student was Rs. 21-11-10 $\frac{1}{2}$. The cost to Government was Rs. 5-0-10.

UNIVERSITY EXAMINATIONS.—Fourteen students passed the first examination in Arts; of these three obtained Government scholarships. Nine students passed the Bachelor of Arts degree examination; and four the Honor and M.A. examination.

THE GENERAL ASSEMBLY'S COLLEGE.

(FOUNDED 1830.—AIDED 1865.)

From the Report of the Principal, the Revd. R. Jardine, B.D., Sc.D.

I. ATTENDANCE.—On the 31st March 1873 the number of pupils on the rolls of the School and College Departments was 839. In the College classes the total number was 81, distributed as follows:—

First year class	24	Fourth year class	17
Second year class	17	M A class	1
Third year class	16		

II. UNIVERSITY EXAMINATIONS.—The following table gives the results of these examinations with reference to our students:—

EXAMINATION.	Number passed.	1st Division.	2nd Division.	3rd Division.
Entrance	13	3	7	3
First Arts	8	.. ..	2	6
B A.	9	.. ..	4	5
M.A.	1	.. ..	..	1

Cathedral Mission College.

III. SCHOLARSHIPS AND PRIZES.—The following Government scholarships were held :—

								Rs.
1	Laha foundation scholarship of	..	...	...	...	...	...	20 per month.
1	Ditto ditto	...	...	...	...	...	...	10 "
2	Junior scholarships of	..	...	...	...	...	...	14 "
3	Ditto	...	...	...	...	...	...	10 "

In addition to these, scholarships of the aggregate value of Rs. 52 per month were awarded by the College for proficiency at the College quarterly examinations.

The highest prize of the year—the Macfarlane gold medal—was awarded to Babu of the fourth-year class for obtaining the highest number of marks in all the regular College examinations of the year.

VI. FEES.—The amount realized from fees between the 31st March 1872 and 31st March 1873 was Rs. 3,672. This of course refers only to the College Department.

The monthly cost to Government of educating each pupil was Rs. 4-10-0; the total cost being Rs. 15-10-0.

CATHEDRAL MISSION COLLEGE.

(FOUNDED 1865.—AIDED 1865.)

From the Report of the Principal, the Revd. S. Dyson

EXAMINATIONS, F A EXAMINATION.—Notwithstanding our unprecedented University success in the previous year, both in the F. A. and B. A. Examinations, our second year class has been very poor. The students were somewhat fewer than our usual number, and, still worse, were of inferior quality. Our labour of teaching was indefinitely increased, and the prospect of much success in our labour was very small. In a class of well prepared diligent students, of fair abilities, instruction is both easy and effective, and the results are evinced in the final examination. In this class several, conscious of their inferiority, allowed their names to be struck off the rolls rather than pay the fees to the end of the year which I insisted on as a condition of their entering the Test examination; and two others failed in the Test and were refused certificates, so that finally, only thirteen candidates went up for the First Arts Examination. Of these five were successful, one in the 2nd and four in the 3rd grade. Amongst the candidates were two "failed" and two "third year" students. The third year students passed, the former were plucked. One candidate through my inadvertence was allowed to state in his application that he wished to be examined at Hughly and not, like the rest, in Calcutta. His design in thus deviating from the ordinary rule was subsequently ascertained and happily frustrated. It was discovered at Hughly that he had come into the examination hall with written notes, and of course he was summarily turned out. At the commencement of this session he applied to me for re-admission to this College, but I declined receiving him.

B. A. EXAMINATION.—We sent up as usual the whole class, numbering thirteen, to the B. A. Examination. Of these seven passed, two in the 2nd, and five in the 3rd grade. The results of this examination, as regards the proportion between plucks and passes, are so far satisfactory, but still the fact that some of the best students in the class had failed, and that others who I should have thought were certain of being plucked had got through, was perplexing. I ascertained afterwards on inquiry that the good students had been laid up with sickness for various periods previous to the examination. The greatest number of failures I observe was in Mathematics. Among these candidates were three "failed students," of whom one passed.

ATTENDANCE.—The number of students on the rolls on the 31st March was 74. These were distributed among the various classes into which the college is divided according to the subjoined table :—

1st year	...	...	...	...	...	...	...	...	...	...	31
2nd "	...	...	...	...	...	...	...	...	...	...	23
3rd "	...	...	...	...	...	...	...	...	...	...	3
4th "	...	...	...	...	...	...	...	...	...	...	17
Total	...	...	...	...	...	...	...	...	...	...	74

The number of students in the 3rd year class is very small. This is partly accounted for by the fact, which I have already mentioned, of our having such an inferior 2nd year class, but partly and principally by the fact that the students in this college can only follow one of the optional courses sanctioned by the University, and that one, it must be allowed, is very far from being the most popular. We take up the A. or literary course only, and in this we confine ourselves to Butler's Analogy and Sermons, in the optional subjects allowed, in Moral Philosophy and the History of the Jews among the subjects allowed in optional History. All other colleges allow more scope for choice to their students. They either take up the B. or Physical Science course as well as the literary course, or if they confine themselves to the latter, they allow students to pursue optional Mathematics in place of the History of the Jews. If the arrangements which are now proposed for giving lectures in Physical Science to 3rd year students of other colleges be carried out either in connexion

Reports of Colleges.

with the University or the Presidency College, there can be little doubt that we shall at once have the usual complement of students in this class. Perhaps the paucity of students in this class is only temporary, attributable in some degree to the novelty of the changes introduced in the University curricula but of this I am not at all certain. Our number in this class originally was seven, one we have lost through the new Government Scholarship Rules which required him to study Physical Science; one was transferred to another college; and the rest have abandoned their studies. Some of our best students who have been connected with us from the commencement of their college course leave us during their 4th year, and usually join the Presidency College. Thus three of those who passed the B.A. Examination from the Presidency, and the one from the Medical College were our third year students. This is very natural indeed under the circumstances, and I do not think that students are to be blamed for thus consulting their own interests. But the fact should, I think, be taken into account in any estimate which is formed of these Mission Colleges based on the number and proportion of plucks and passes in the University Examination.

GOVERNMENT SCHOLARS.—The students in the College who were in receipt of Government scholarships were as follows:—

Junior	{ Chaitanya Charan Das—left December 1872.
	{ Joges Chandra Ghosh
	{ Khetra Kumar Mukherji
	{ Aditya Kumar Chaturji
Senior	.. { Bipra Charan Chaturji
	{ Apurva Krishna Ghosh—left June 1872
	{ Purna Chandra Sarker left January 1873

Our own Government scholars have both left us, one left in June last year to join the Medical College, and the other at the beginning of this year to join the Presidency. Of the rest two joined us from the Presidency College and one from the Cuttack High School at the commencement of last year, two with the professed intention of joining the Medical College in June which, as it happened, they did not carry out. The money drawn for Government scholarships during the year was Rs. 1,248-3-6.

LONDON MISSIONARY COLLEGE, BHOWANIPUR.

(FOUNDED 1866—AIDED 1867)

From the Report of the Principal, the Revd J. P. Ashton, M.A.

FEES.—Students who had failed in the University Examination, and wished to study during a third or fourth year, were expected to attend from the month of January, and were charged Rs 2-8 per mensem. This was considered preferable to allowing them to enter in the middle of the year, and charging only six months' fees. It having been determined, however, in March 1873, that all the aided colleges shall charge Rs 5 to failed students, whether they enter at the beginning or middle of the year, the practice above referred to will be henceforth discontinued.

UNIVERSITY EXAMINATIONS.—Eighteen students were sent to the Entrance Examination, of whom fifteen passed or 83·3 per cent. One student stood sixth in order of merit in the first grade. Five others obtained second and third grade scholarships. All of these, our best scholars, have taken advantage of these scholarships to go away to other colleges. This accords with the experience of former years, and acts prejudicially both to the number and status of the college classes. Four out of twelve students passed the First Arts Examination. This proportion is not large, nevertheless it will compare not unfavorably with the proportions passed in other colleges.

CALCUTTA MADRASAH.

(FOUNDED 1781.)

From the Report of the Offg. Principal, Mr. J. Sutchffe, M.A.

ARABIC DEPARTMENT.—The number of students on the rolls on 31st March 1871 was 119, and at the same date in 1872 the number had decreased to 72. This decrease was undoubtedly due to the introduction of English as a part of the course of studies obligatory on all the students from the beginning of the last session. In August last the number on the rolls had sunk to 66, and a petition was forwarded to the Lieutenant-Governor from the students begging that the study of English might cease to be compulsory. It was decided that the study of English should be made optional from the opening of the institution in December, after the Ramazan vacation, and a similar option was afterwards extended to the study of Bengali. In consequence of this decision the department rapidly recovered its former strength, and on the 31st March last the number of students had risen to 153. Throughout the year 1872 it was evident that the study of English was extremely distasteful to the students, who resort to the Arabic department; and however much it may be regretted, it must, I think, be accepted as an undeniable fact, that the class of Mahammadans for whose instruction this department is maintained, looked upon the reforms suggested by the Com-

Calcutta Madrasah.

mittee of 1869 with suspicion. The study of English and Bengali having been made optional from the beginning of this session, the boys were asked individually whether they wished to learn these languages in addition to Arabic and Persian. Only 14 boys gave in their names for the English class, and 4 for the Bengali class; and of the former only 8 are now attending the class. Arrangements have been made for teaching these boys English and Bengali in the classes of the Anglo-Persian department after they have finished their daily course of Arabic, and the separate staff of teachers of English and Bengali for the Arabic department has been abolished.

There has been no change in the Arabic course which was introduced on the recommendation of the Committee of 1869.

The annual examination was conducted by the following gentlemen:—

Maulvi Muhammad Mazhar in Law.

„ Abaidullah in Logic, Rhetoric, and Grammar.

„ Kabiruddin Ahmad in Literature and Translation.

Upon the result of the examination, scholarships were awarded varying in value from Rs. 5 to Rs. 16 a month. A classification of the students according to the social position of their parents and guardians gives the following result:—

Government officials on salaries ranging from Rs. 20 to less than Rs. 200 a month	...	...	...	50
Petty jagirdars	..	..	...	26
Professional men	...	...	...	42
Traders	...	...	...	35
Total	...	...	...	153

All the students as well as the teachers of the Arabic department are Sunis.

The expenditure on this department, including the amount paid for scholarships, was Rs. 12,751-0-5, and the receipts were Rs. 396-8-0.

ANGLO-PERSIAN DEPARTMENT.—This department is working satisfactorily. Hitherto the strength of the upper classes has been below that of the corresponding classes in other Government schools containing the same number of boys, and till this inequality disappears the school cannot take rank with schools like the Hindu and Hare Schools. With a total number of 375 boys on the rolls, there ought to be 40 boys in the first class. The present first class contains 23 boys, the second, 29, and the third, 65 boys. These figures show an advance in the right direction when compared with those of former years, and in two or three years more the school ought to turn out as many successful candidates at the University Entrance Examination as any other school of the same numerical strength.

The expenditure on the school during the past year was Rs. 22,326-1-0, and the receipts were Rs. 4,494-4-9; making the annual cost of each pupil to Government to be Rs. 51-11-0.

A classification of the boys according to the social position of parents and guardians gives the following result:—

Boys belonging to the upper classes	...	...	...	4
Ditto ditto middle „	...	...	...	358
Ditto ditto lower „	...	...	...	13
Total	...	...	...	375

The following is Mr. Blochmann's report on the school:—

*STRENGTH OF THE DEPARTMENT.—The present session commenced on the 2nd January 1873, when there were 316 students on the rolls. This number increased up to the 13th February to 402, and again fell, as is usual, about the Bakar Eed and Muharram holidays, to 375, the present strength (31st March 1873).

“The following table exhibits the strength of the department from the 31st March 1865, when I took charge, the number of admissions in each year, and the number of students struck off for irregularity of attendance or non-payment of schooling fees:—

	Strength of the Anglo-Persian Department.	Number of admissions during the year.	Number of boys struck off for non-attendance, &c., during the year.
31st March 1865	155	93	...
Ditto 1866	188	118	51
Ditto 1867	242	137	35
Ditto 1868	282	140	60
Ditto 1869	367	197	53
Ditto 1870	316	194	30
Ditto 1871	335	221	36
Ditto 1872	441	222	140
Ditto 1873	375	193	78
Total	...	1,549	...

* For three months only, 1st January to 31st March 1873.

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"These figures shew a steady annual increase, but the increase is not in proportion to the number of admissions shewn in column 2. Our admissions are chiefly in the lower forms, and the withdrawals in the third and fourth classes. The first three classes have very slowly increased; in fact, it is only from this year that the second and third classes have reached a strength in proportion to the strength of the whole school, and I hope to have from next year a full Entrance class

"The number of boys struck off for irregularity of attendance and consequent non-payment of fees, as given in column 3, appears to me excessive; although I have no statistics to compare the loss on this account in other schools. The actual annual loss of the school will become clear when the annual increase is compared with the number of admissions. Thus the actual increase of the school for 1871-72 is 341—335, or six, while the number of admissions in 1871 was 221. Hence, nearly three-fifths of the students on the rolls were in one year withdrawn or struck off. The cause appears to lie in the fact that so many of our students come from the mofussil and pursue their studies in Calcutta in an itinerant and desultory way, without that guidance which, on account of their youth, they ought to have. I have adverted to this point in former reports, and I am convinced that the absence of home supervision, even in the case of Calcutta students, is the primary cause of the backwardness of Muhammadan boys."

"Of the 375 students at present on the rolls of the Anglo-Persian Department, 219 belong to the Mofussil, and 156 to Calcutta

"The following table shows the districts from which our students come:—

DIVISION		Districts	Total	Grand total	REMARKS	
BENGAL AND BEHAR	Presidency division	Calcutta	156	205	No students from Nudda	
		24 Parganas	40			
		Jessore	12			
	Burdwan division	Hughli and Howrah	19	79		
		Burdwan	22			
		Midnapur	6			
		Birbhum	2			
	Dacca division	Dacca	17	40		
		Fardpur	13			
		Bakarganj	4			
		Mymensingh	2			
		Sylhet	4			
	Rajshahi division	Murshidabad	1	7		
		Rajshahi	1			
		Pubna	5			
	Chittagong division	Chittagong	7	7		
	Cooch Behar division	Jalpaigori	1	7		
	Patna division			1	1	
		Patna	11	18		
Gya		1				
Shahabad		3				
Arrhut		3				
Bhagupur division	Purnia	2	2			
Native States	{ North Western Provinces		8	13		
		Ondh	1			
		Bombay	1			
		Rampur	3			
Total number of students			375		

"Of these 375 students, 364 are Sunis and 11 Shias "

"COURSE OF STUDY.—There have been several alterations in the course of study. "As far as languages are concerned, Arabic is at present only learnt in the highest class by those who had several years ago commenced to learn it. The boys of the other classes learn Persian and Hindustani, or Bengali, according to their choice. The number of those who learn Bengali is 103, and of those who take Hindustani, 213. The time devoted to oriental languages is, in the higher classes, six hours per week; and in the lower classes, nine hours (inclusive of copy-writings).

"From the beginning of this year physical geography, geometrical drawing, and surveying, are taught in the two highest classes. I myself teach physical geography and mensuration; and Babu Bhaba Tara Ghosh is in charge of the surveying class under my superintendence.

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The boys are fairly progressing in printing, and have commenced geometrical drawings. Specimens of their printing and drawing are being preserved for the next examination.

"Physical geography is a difficult subject for Entrance lads in this country, as they are unacquainted with the elements of natural philosophy. I have tried to remedy this defect, to some extent, by introducing English readers containing natural philosophical extracts, as 'Man's General Lessons' and Chambers' 'Rudiments of Knowledge.'

"One outsider has joined the survey class.

"EXAMINATIONS.—The usual quarterly examinations were held by me and the senior masters. The annual examination of the classes was conducted, in English subjects, by Mr. H. Roberts, of the Doveton College, Mr. Griffiths, of the Presidency College, myself, and Babu Nandalal Das; and in oriental languages, by Maulvis Illahadad, Zulfaqar Ali, Kabiruddin Ahmad, and Pandit Jayagopal Sarma. Mr. Roberts examined the history, geography, and English of the second and third classes. The boys did well in history and geography, but they did not obtain high marks in English. Mr. Griffiths was satisfied with the results in arithmetic and algebra; but he stated that the geometrical exercises were slovenly done.

"The boys of the 4th A, 4th B, 5th and 6th classes passed satisfactorily in all English subjects. The 6th class did best. The 4th class had not finished the course fixed for English and geography. More attention has to be paid to spelling.

"In the lowest classes (7th, 8th, and 9th) Babu Nandalal Das was more satisfied with the spelling than with the reading of the boys. They did well in arithmetic and geography.

"In oriental languages, the 2nd and 3rd classes did better in Arabic, and the 6th class better in Persian than the rest. The other classes did middling.

"At the last Entrance examination, 7 students passed out of 13 candidates, viz. 4 in the 2nd division, and 3 in the 3rd. This result is much inferior to those of former years, though, considering the diligence and the advanced age of the students of last year's Entrance class, the result was as satisfactory as could be expected. There were 5 failures in history, 4 in English, and 4 in mathematics.

"Three of the students that passed received Madrasah scholarships of Rs. 8 each (which sum in the case of students joining the Presidency College has been raised to Rs. 12). In the 2nd class, five boys, now in the Entrance class, were awarded scholarships of Rs. 5 each.

"GYMNASIUM.—In September last an excellent gymnasium was set up in the inner garden of the institution. There are three parallel bars of various height; one vaulting bar; one horse; one trapezium; two climbing poles; one standing ladder; a pair of ropes with rings; and two sets of stills. The apparatus was set up by Messrs. Anderson, Wallace and Company, Calcutta, according to the directions given in MacLaren's "Physical Education" for the Oxford gymnasium, at a cost of Rs. 624, a sum, I believe, somewhat in excess of the sums subsequently sanctioned for other schools. The apparatus is certainly of great strength, inasmuch as each upright is let six feet deep into brickwork.

"The boys have eagerly taken to gymnastics. I am daily on the ground in the afternoon, and put the boys through the exercises detailed in MacLaren's "Physical Education." Maulvi Hamiduddin Ahmad also took a great interest in training our boys, and assisted me very much. There are now about twenty-five boys who perform with ease various exercises on the different instruments. In the beginning of this year, His Honor the Lieutenant-Governor sanctioned a pupil teacher scholarship of gymnastics (Rs. 7). Fazlul Karim, of the 1st class, is at present in receipt of this scholarship, for which he takes charge of a squad under my superintendence. I also make use of other trained boys to teach younger ones. During the hours of practice there is every regularity, and a proper attendance roll is kept. The average daily attendance is about 40.

"Maulvi Hamiduddin, who resigned the 5th mastership a few days ago before leaving, gave twelve prizes in books to the best twelve boys, four for each of the three sections which have been formed. He has asked me to request you to allow these prizes to be distributed at the next distribution of prizes.

COLINGA BRANCH SCHOOL.—The expenditure on this school during the year was Rs. 2,907-6-3 and the receipts from fees were Rs. 608-1-0; making the total of cost of each pupil to Government to be Rs. 23-3-7.

Of the 93 boys on the rolls of the school on 31st March, 10 belong to the middle classes of Muhammadans and 73 to the lower.

The Government contribution to the expenditure of the school is now limited to Rs. 200 a month, and there is probably no other school in Bengal which gives so inadequate a result for such a large expenditure by the State.

The school is now under the supervision of Mr. Blochmann, and the following is his report for the year 1872-73.

"Since the remodelling of the school in June 1871, the strength of the classes has but slightly varied. In June 1871 there were 81 boys on the rolls, and on the 31st March 1872, 123, which number again fell in the end of last year to 84. The present strength is 93. The number of boys withdrawn or struck off for irregularity is very large; thus, from the 1st April 1872 to 31st March 1873, no less than 117 boys left the school. The number

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is larger than the strength of the school was at any time during last year. As in the Madrasah, this irregularity can only be traced to want of home supervision; but the state of things in the Branch School is more extraordinary, as the number of students from the Mofussil is much smaller than in the Madrasah. Of the 93 boys in the Branch School, 67 are from Calcutta; 15 from Hughli district; 4 from Faridpur; one each from the 24 Parganas, Burdwan, Dacca, Chittagong; and 2 from Patna.

"The annual examination was conducted by Maulvi Faizuddin, head master of the school, Babu Navin Chandra Ghosh, and Maulvi Abdul Hai of the Madrasah. The head-master examined the classes in English, and expresses his satisfaction with the result. Babu Navin Chandra Ghosh examined the arithmetic, geography, and copy-writing of the boys. He was satisfied with the arithmetic of all classes, except class 4th, but remarks that the highest class should work applications to the compound rules, and learn the necessary tables of weights, &c. In copy-writing, he suggests that the boys of the two higher classes should practise a current hand. Maulvi Abdul Hai reports that in Hindustani the boys did well in reading, but they had not practised vernacular copy-writing. I have drawn the attention of the head master to these points.

"In March 1872, a temporary increase of boys necessitated the appointment of a fifth master. Maulvi Muhammad was put in charge of the last class; but as the number of the boys again decrease, his place was, in January 1873, abolished. In the beginning of this year also, Maulvi Muhammad Saïd, the Hindustani teacher, was transferred to the Arabic Department of the Madrasah, and Maulvi Ghulam Rabbani was appointed in his place."

MEDICAL COLLEGE

(FOUNDED 1835)

From the Report of the Officiating Principal, Dr. D. B. Smith, M.D.

THE College has now completed its 38th session.

During the past year various important changes have occurred as regards the professorial staff of the institution

On the 17th August 1872, Dr. George King, Professor of Botany, went on furlough to Europe for one year.

Dr. G. Henderson was appointed to officiate for Dr. King.

On the 24th August 1872, Dr. Charles Julian Jackson was appointed to officiate as Professor of Hygiene

Dr. J. Phil Smith went to Europe, on medical certificate, for 20 months

Mr. D. G. Clerk has been appointed to officiate as Professor of Dentistry.

Dr. S. B. Partridge, F.R.C.S., recently returned from England, and resumed charge, on the 25th March 1873, of the duties of Professor of Descriptive and Surgical Anatomy, and Officiating First Surgeon to the College Hospital.

It is my most painful duty to allude to a casualty which has lately cast a gloom over the Medical College. The death of Dr. J. Purefoy Colles has been deeply felt by all who were in any way associated with him in this institution.

Whilst his colleagues sincerely deplore his loss, I have some reason for believing that hundreds of students in this College (indeed all connected with it) feel that a man whose character was loveable, and whose heart was delicate and sensitive to every impulse of honor, has for ever gone.

I am truly glad to think that the Government of Bengal has seen fit gracefully to record its appreciation of Dr. Colles' value as a servant of the State; and I should perhaps add that this action on the part of the Government has been fully and gratefully appreciated by his surviving relatives. Arrangements are now being made for the erection of a suitable memorial of Dr. Colles in the College where he delighted to study science and truth.

During the year under report there have been no changes amongst the native teachers of the College. Since the native classes have largely increased, the duties of these gentlemen are very arduous; they have, however, been performed most satisfactorily.

On the 15th of June 1872, I had the pleasure of publicly presenting to Babu Kanai Lal Dé (Teacher of Chemistry and Medical Jurisprudence in the Medical College) the *sannad*, or title-deed of distinction, by which the Government conferred upon him the title of Rai Bahadur. It was a great pleasure to his many friends (both Natives and Europeans) to see honor awarded to one who has done well for science, and whose ability and worthiness of character have gained for him the cordial esteem of the Professors and Teachers of the College. His Honor the Lieutenant-Governor, in forwarding the recommendation for this distinction to the Government of India, strongly supported it, and His Honor was pleased to speak of Babu Kanai Lal Dé as "a most intelligent and unassuming gentleman of great scientific merits."

Medical College.

Babus Nil Madab Chaturji, Pramatha Nath Ganguli and Sri Nath Bhattacharya received their Degrees of Bachelor of Medicine at the last University Convocation.

In the previous year only one graduate obtained this Degree.

Babus Krishna Gopal Sarkar and Bihari Lal Basu qualified for the same Degree at this year's final examination.

PRIMARY OR ENGLISH CLASS.

At the commencement of the Session 247 students resumed their studies, against 219, 193, and 139, in the three preceding years.

In addition to these there were 153 new admissions and 15 re-admissions

Thus the strength of the class was 445, against 388, 341, 273, 243, 233, and 196 in the six preceding years

The 198 newly admitted students are to be classified thus:—

Seventeen brought scholarships from other Colleges and Schools; 10 received free presentations; 141 joined the paying-class; 2 entered as casual students; and 28 entered the "Hospital Apprentice" Class.

During the year, 7 senior scholarship-holders and 14 paying students passed their final examination; 6 hospital apprentices also passed; 4 senior and 6 junior scholarship-holders, and 6 scholarship-holders from other institutions; 3 free students and 102 paying students left the College of their own accord. One hospital apprentice over-stayed his leave and absconded; and one was dismissed from the service for insubordination

At the end of the Session the strength of this class was 295, against 247, 219, 193, and 141 for the four preceding years.

HOSPITAL APPRENTICE CLASS.

Seven hospital apprentices appeared for final examination, and of these six passed. Last year only one of this class passed. I am glad to be able to report that the students of the Hospital Apprentice Class have, during the year under review, behaved very well indeed. With the exception of one of their number (Mr. J. F. Healy), who gave trouble by his insubordination, and who was expelled in consequence, all the rest have been well conducted and perfectly amenable to reasonable discipline.

Two students of this class have passed their final examination creditably; they may therefore be specially mentioned. Their names are Mr. P. Muckey and Mr. J. E. Hardy.

Mr. W. A. Kidd, the Resident Apothecary and the Superintendent of the Hospital Apprentices (who came here on 1st November 1872), deserves considerable praise for the manner in which he exercises a general supervision over this class. He has zealously, and with good judgment and temper, induced these students to apply themselves to their studies, and I have pleasure in here recognizing his steady efforts in this direction.

PAYING STUDENTS OF THE PRIMARY CLASS.

At the opening of the session the number of those who resumed their studies in this class was 183; 155 students were admitted, including 15 re-admissions, 3 scholarship-holders, and 9 free students. Consequently the strength of this class rose to 338, against 308, 249, 186, 141, 101, and 88 in the six preceding years.

Of this class 5 obtained senior scholarships, and 7 junior scholarships; 14 passed their final examination, and 102 left the College of their own accord.

At the end of the year, 210 remained in this class, against 183, 153, 125, 86, 86, 65, 54, 34, and 31 in the nine preceding years.

RESULTS OF THE UNIVERSITY EXAMINATION.

Fifty-two students of the Primary or English Class presented themselves for final examination. Of these 25 passed—all of them in the 2nd division.

There were 78 candidates for the University First Arts Examination. Of these 31 passed—all of them in the 2nd division.

MILITARY OR "NATIVE MEDICAL PUPIL" CLASS.

In this class the number of students at the commencement of the session, or from previous years, was 118. The number admitted during the year was 28, bringing the strength of the class up to 146.

Of these 29 passed their final examination (last year only 10 passed).

Fourteen were dismissed for misconduct or hopeless want of progress. The corresponding number last year was 22.

One was transferred to the Agra Medical School, and one (Kunja Bihari Lal) died of cholera in the College Hospital. The strength of the class at the end of the year was 101 (as large a number as there is now accommodation for within College limits).

Staff Sergeant W. Howard is placed over this class, to keep order and to maintain discipline. He has always borne an excellent character, and, I am glad to say, he still does so. He has performed his duties to my entire satisfaction.

Reports of Colleges.

BENGALI CLASSES.—At the commencement of the session 336 students resumed their studies—232 of the “Licentiate” and 104 of the “Native Apothecary” Classes. These classes were respectively increased by 147 and 152 new admissions, making in all 635 (against 508 last year).

Of the 299 newly admitted students, 11 of the “Licentiate” and 10 of the “Apothecary” Class held stipends of Rs. 5 per mensem.

Twelve of the Licentiate Class were out-scholarship-holders.

Free studentships were held by 7 of the higher, and by 4 of the lower class.

Of the Licentiate Class 117, and of the Apothecary Class 138 (in all 255), were paying students, against 194, 108, 106, and 78, in the four preceding years.

The total number of paying students in the two classes (including former and new admissions) was 421 (of the Licentiate Class 228, and of the Apothecary Class 193).

Of the above 635 students, 184 left the College. Of these (184), 50 passed their final examination as Vernacular Licentiates and Native Apothecaries (six of them being rejected students of last year who passed in December 1872); 131 were struck off the rolls for neglect of studies, want of progress, &c., &c., and there were 3 deaths.

Thus 451 remained, against 336, 256, 263, and 181, in the 4 preceding years.

At the final examination 141 candidates from this class presented themselves, of whom only 44 succeeded in passing.

Of these 40 were of the “Vernacular Licentiate” and 4 of the “Native Apothecary” Class.

It will be seen that during the year under report no less than 1,226 students have attended the College in all classes.

Their distribution was as follows :—

English Class, 405	...	...	...	...	...	...	...	445
Hospital Apprentices, 40	...	...	...	...	...	...	...	...
Native Medical Pupils	...	...	...	...	...	...	...	146
Vernacular Licentiate Class	...	...	...	...	...	...	...	379
Native Apothecary Class	...	...	...	...	...	...	...	256
Total	...	...	...	...	...	...	...	1,226

I desire here to draw attention to the significant fact that, since the year 1860, the total number of students attending this College has steadily risen from 435 to 1,226.

The Primary or English Class has increased from 160 to 445, and the Bengali Classes from 144 to 635.

The following table gives the exact figures in detail :—

YEAR.	Primary Class.	Bengali Class.	Military Class.	TOTAL.
1860	160	144	131	435
1861	180	134	95	409
1862	200	146	64	410
1863	186	153	70	412
1864	189	193	91	473
1865	177	226	123	526
1866	196	242	156	594
1867	233	304	188	725
1868	243	327	163	733
1869	273	353	104	730
1870	341	443	135	919
1871	388	508	150	1,046
1872	445	635	146	1,226

This year a total of 110 students, of all classes, passed their final examination, against 80 last year.

Of these 110 passed men, 73 are qualified to act as independent medical practitioners; the remaining 37 are to be regarded as useful Hospital Assistants.

During the year under report, the total number of our paying students was 759 (out of 1,226), against 611 last year. Of these 759, 338 were of the English Class, 228 of the “Vernacular Licentiate” Class, and 193 of the “Native Apothecary” Class.

Medical College.

The following table shows how the total schooling fees have steadily increased from Rs. 1,410 in 1860-61 to Rs. 30,568 in 1872-73 :—

YEAR.	Primary Class.		Bengali Class.		TOTAL.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1860-61	1,410	0 0			1,410	0 0
1861-62	1,842	8 0			1,842	8 0
1862-63	3,077	1 6			3,077	1 6
1863-64	4,621	8 0	341	0 0	4,962	8 0
1864-65	6,011	0 0	788	0 0	6,799	0 0
1865-66	4,997	0 0	1,766	0 0	6,763	0 0
1866-67	6,952	8 0	1,774	8 0	8,726	0 0
1867-68	8,005	0 0	2,520	8 0	10,525	8 0
1868-69	8,313	3 6	4,056	8 0	12,369	11 6
1869-70	11,011	8 0	6,028	8 0	17,039	0 0
1870-71	14,207	0 0	7,601	0 0	21,808	0 0
1871-72	16,112	4 0	9,207	8 0	25,319	12 0
1872-73	17,887	8 0	12,670	8 0	30,557	0 0

The *Endowments* of the College at the present time amount to Rs. 11,200, those of the Hospital to Rs. 1,00,143-3-7, giving a total of Rs. 1,11,343-15-7.

The Medical College, since its foundation, has turned out 436 Sub-Assistant Surgeons, 56 Hospital Apprentices, and 1,161 Native Doctors.

THE MUSEUM.

Two hundred and twenty-eight morbid specimens were added to the collection; the number of additions last year being 170.

DISSECTING DEPARTMENT.

The number of subjects made use of during the year for purposes of Practical Anatomy was 893.

THE LIBRARY.

Only 19 new books were added during the year, most of which were presentations.

The collection of works published by authors who have been Professors, Graduates, or students of this College, has been increased from 245 to 252 vols.

Our Library, I much regret to say, is not at all what it might be. We have far too many copies of old and now almost useless works. I hope that, on a fair representation of its present condition and of our requirements in the way of medical literature, the Government may be induced to increase the grant now sanctioned for our library, which is quite insufficient.

THE COLLEGE HOSPITAL.

During the calendar year 1872 no less than 41,093 patients (out-door and in-door) have received gratuitous medical advice at the College Hospital.

I regret that Dr. R. H. Stevens, the Resident Surgeon of the Hospital, was obliged to proceed to Europe on sick leave on the 9th December 1872.

Dr. C. H. Joubert officiated for him from 10th December 1872 till 24th January 1873.

Dr. A. Crombie, the present incumbent, took up his important duties on the 25th January 1873.

This gentleman at first entered Her Majesty's British Medical Service, taking the first place in competition. He afterwards competed for Her Majesty's Indian Medical Service, and again took the very foremost place.

We are fortunate in having amongst us one who not only gained an unprecedentedly high number of marks in competitive examination, but who has also (I feel sure I may say) already won the respect of the professors, teachers, and students of this school.

Since our prize-meeting of last year, it must be known to most persons here present that His Excellency the Viceroy and Governor-General of India has been graciously pleased to offer a prize of the value of Rs. 1,000 for the best essay (to be sent in on or before the 1st August 1873) on the nature and causes of that fever which has of late years prevailed with such terrible fatality in Lower Bengal, and on the best measures for preventing its continuance and spread.

The announcement of such thoughtful liberality on the part of the ruler of the land has undoubtedly been received with much satisfaction by native society generally, as it is very properly and very naturally accepted not only as the evidence of the deep interest which the Viceroy takes in the health, interests, and welfare of the people, but as an earnest of that noble solicitude for the good and increased happiness of all which His Lordship has already made so clear and so acceptable to Her Majesty's subjects throughout India.

Reports of Colleges

By Lord Northbrook's distinguished favour, and from the genuine interest which, I hope I may presume to say, I believe His Honor the Lieutenant-Governor of Bengal takes in the Calcutta Medical College, we anxiously hope that soon an entirely *new* college may spring up to take the place of the present institution. Our whole educational system is now hampered to the last degree, from want of space; and at every turn serious difficulties are encountered from the same cause. But it is well to remember perhaps that these difficulties are altogether such as have arisen out of success—a success far exceeding all that was anticipated by the founders of this School. Urgent representations on this subject are now under the consideration of the Government.

Meanwhile it is satisfactory to know that we are carefully training a vast number of students, who come, not only from different parts of Bengal, but from the North-Western Provinces, from Assam, and from Ceylon. Instruction is given in three languages—English, Urdu, and Bengali.

GOVERNMENT SCHOOL OF ART.

FROM THE REPORT OF THE PRINCIPAL, MR. H. H. LOCKE.

FROM the several returns (a) which I had the honor of submitting to you some months since, you will have learnt that the School of Art closed the year 1872-73 with 94 students, being an increase of 18 over the number with which the previous year ended, the augmentation being more than double the average annual increase of the last seven years, during which seven years the numbers have more than quadrupled themselves; that the grant having remained the same, the cost to Government for each student per annum had fallen from Rs 320 of last year * to Rs 250, or to less than half the average of the last seven years; that of the 94 students 88 were Hindus, 4 Muhammadans and 2 Eurasians; that of the 88 Hindus 73 belonged in almost equal numbers to three castes, namely, Brahmans, Kyasthas, and Navasaks, † and the social position of the 88 being, that 81 were of the middle classes, 6 of the lower classes, and only 1 of the higher; that of my 5 assistants ‡ three were Hindus (one a Brahman and two Navasaks), one Eurasian and one European; together with other facts of a like nature. You will also further have learnt from a letter which I lately had the honor to address to you § that the 94 students shown in the Statistical Return have now reached the number of 100; that there is every prospect of further increase; that our school-house is not large enough to hold this number, nor the teachers sufficient to teach them and finally, you have before you a proposition from me as to how the present difficulties may, at any rate temporarily, be met.

* * * * *

I have said that I should be most glad to be allowed the opportunity, hitherto denied me, of endeavouring to carry out what (from the Resolution of the 26th March 1872) I gather to be the Lieutenant-Governor's wishes in respect to the teaching of actual handicrafts, but I think it right to point out that, despite the promised scheme from Doaca (which I presume must have been pledged by persons of thorough competency in such matters to have led the Lieutenant-Governor to hope that thereby "before the end of another year real schemes of practical art would be in existence")—despite, I say, this promised scheme, and allowing that it proves to be most thoroughly and ably framed, the undertaking is not one in which success is so easily attainable as might be supposed. I hope His Honour the Lieutenant-Governor will not think me the less fitted for carrying out such a scheme because I am aware of the difficulties which would attend it, and know that very able men in Europe have abandoned such attempts as far back as a quarter of a century ago. Dr Lyon Playfair thus spoke concerning this question in a lecture which he gave in London, in 1871, on the subject of "Continental Schools of Art and Design"—a lecture which was printed by the order of the Board of Trade (under whose control the English art schools were then), and which had an important effect upon the remodelling of the art schools throughout the United Kingdom which shortly after took place when they were placed under the Science and Art Department of the Committee of the Privy Council for Education:—

"In all these systems there are differences with regard to the mode of giving instruction, but they are almost uniform in the feeling that the object of industrial schools is only to teach a pupil *how to become* an intelligent manufacturer, without attempting to make him one. They content themselves with communicating to him a knowledge of the *principles*

* Mr Woodrow's statement at page 49 of last year's "General Report on Public Instruction" is wrong, it is apparently obtained by dividing the year's expenditure by the average daily attendance, instead of by the number under instruction, i. e., the average number on the rolls monthly throughout the year.

† Brahmans 26, Kyasthas 22, and Navasaks 25.

‡ Three of these five give (according to the terms of their engagements) only half time, so that really I may be said to have only three and a half assistants.

§ Dated 14th November 1873.

Government School of Art.

upon which his technical art depends; but for its *practice* he must go to the workshops of industry. Some of the institutions, as for example the Trade Institute of Berlin, endeavoured at one time to teach practice in workshops attached to the institution; but this plan, as might have been anticipated, was found to be of little advantage, and it is now abandoned by almost all the schools; only one or two being still found hovering on the outskirts of this error."

I do not think that we are in precisely the same position here in India, with respect to educating the natives in artisan occupations, as the projectors of industrial schools in Europe were, and are, with reference to the artisan classes there; and I am not disposed to admit that Dr Playfair's dictum, sound though it be so far as it relates to European teaching in Europe and for Europeans entirely, applies in all its force to us here, and to what it may be possible for us to do in teaching native artisans the improved processes which science and art have given to western workmen, and acquainting them with the use of the more perfect tools which are at our command. That there is a great deal which might be done in this way with success there can I think be little doubt. It must not be forgotten that some few artisan crafts have received (to some extent at any rate, and so far as Calcutta and its immediate neighbourhood is concerned) such benefits as I am referring to, and in the best and most practical way possible, namely, in the workshops of the European building firms and furniture makers; in such establishments as Messrs. T. E. Thomson & Co., and Messrs. Jessop, and in the various departments of the Government Telegraph Workshops. I have seen work from all these places, produced by natives, of great excellence. Not long ago I saw in the shop of Messrs. Edmond a piece of furniture, called by the singularly incomprehensible name of a "Davenport,"—in vulgar language it was a writing desk—small, very ornamental, in intention at any rate, and containing a multitude of little drawers and various ingenious sliding and other contrivances by which papers, &c., might very effectually be lost sight of. The *make* of this thing, as a mere piece of cabinet-maker's workmanship, was admirable: every joint was skin-close, the dovetailing was wonderful, and the fitting of the drawers so perfect that, unlocking them all, the opening and shutting of one caused the adjacent ones to open—so nearly air-tight was the fitting. This work was produced by native mistris who had been brought up in Messrs. Edmond's workshops, and as I have said, as far as the mere workmanship went, no greater excellence could have been desired. The *design* of this "Davenport" however was of the usual very execrable character—wholly English, of the ordinary Oxford Street or Bond Street type, wherein is exhibited with much fulness that fatal craze which has possessed European furniture-makers since the days of Louis Quinze, namely, that beauty resides exclusively in extravagant curves; that although wood demands, of its very nature, that it should (as far as the *main lines* of the structure of any article, for the making of which it is employed, are concerned) be used as far as possible in straight lines, or at least in very gentle curves, yet the nearer a chair leg can be brought to the form of the letter S the better; and that final perfection is to be attained by liberal and persevering endeavour to *glue on lumps* of imbecile carved "ornament."

In the workshops of the Government Telegraph Department very excellent work also, both in wood and metal, is turned out by native mistris under European mechanics as "foremen."

Again, in T. C. Nandan of Blowanipur the doctors of Calcutta have a surgical instrument-maker whose work is nearly perfect. I was assured by the late Dr. Cutcliffe that he absolutely preferred many of Nandan's instruments to those of the same kind made by Weiss and other famous London makers.

Iron and steel work for machinery, &c., of excellent quality, can also be produced in the factories of T. E. Thomson & Co. and Jessop & Co., by native artisans who have been brought up there under European teaching. All these workshops are so many schools, and in most cases schools of the very best kind, and it is a question whether, in the case of such crafts as are thus being improved by European influence, they should, in Calcutta at any rate, be much interfered with by Government schools.

I cannot but think that you will agree with me in the opinion that the usefulness of the School of Art would be increased in a most important way, if, instead of standing alone, unpaid by, and unassisting in, the general scheme of education throughout the land—instead of being a mere place of instruction for those who wish to earn a living by the practice of any of the few callings which we can prepare them for,—it were regarded and utilized as a centre whence should radiate the influence of other work which might be so beneficially interwoven with the general public instruction of the province. For instance, how very different would be the results shown in the subject of drawing at the University examinations for the L. C. E. and B. C. E. degrees if it were one of the conditions of admission to the Civil Engineering College that a short course of simple freehand drawing had been gone through at the School of Art—such a course, for instance, as could be gone through in, say,

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two lessons of two hours each per week for six months.* Let the professor of drawing at the Civil Engineering College be asked how he would like his students to come to his hands so prepared to receive the special and technical instruction in engineering drawing which alone it should be his concern to teach. As it is at present, his labours with his first-year students consist in teaching them what they ought to have learnt at school concurrently with their reading, writing, and arithmetic, and it is about as fair to expect the professor of drawing in a Civil Engineering College to begin at the very beginning as it would be to expect the other professors to commence their subjects with instruction in one of "the three R's" I have referred to.

In conclusion, I have only to say that very satisfactory progress continues to be made at the School of Art in the limited sphere of labour to which we are confined. I had occasion to make known to you last year an amount of success which had attended some work executed by our students for Dr. Fayer's *Thanatophidia*, and the public recognition of that success by the leading English Journals such as the *Times*, the *Saturday Review*, and the *Athenaeum*, as well as by the more professional and scientific periodicals, such as the *Edinburgh Journal of Medical Science*, the *Medical Times*, the *Lancet*, &c. Mr. Woodrow evidently thought with me that these facts deserved prominent notice, and was kind enough to draw attention to them and to give the extracts from the critiques referred to in the body of last year's General Report (page 48), as well as placing them with the rest of my own report in the Appendix. It was therefore some disappointment to us to find that from beginning to end of the Lieutenant-Governor's review of the report, and the general condition of the several educational institutions in the province, no mention whatever was accorded to us or our doings, notwithstanding that we had won from the English Press such notice as, to say the least of it, has not been frequently bestowed upon Indian educational work. Further enumeration of such successes as we may achieve year by year, and of the favourable comments which may be elicited from those well qualified to judge, cannot therefore be said to be a *vain* thing for me to do in the sense of any feeling of the faculty called "love of approbation," however "vain" it may be in respect of results. Thus free from any danger of the first of these accusations, I am relieved from any hesitation which I might otherwise feel in laying before you the following passage from the address to His Excellency the Viceroy with which the Hon'ble Sir Richard Temple closed the exhibition of the works of the several schools of art in India, which was held in Calcutta in March last—

"The Calcutta school is for fine art and design alone. It is of more limited scope than the other schools, but within that scope it is excellent. Its display of drawing with light and shade, of lithography, and of wood-engraving, is very good. A true sentiment for art pervades its designs. Its water-colours of snakes are excellent. The studies of heads by one of its pupils, Bagchi, show remarkable merit and originality, very creditable to Bengal and British India. It has not much in the way of sculpture, or of modelling, or of decorative work in colour. It exhibits drawings of figures—some good, others defective. On the whole, it is, within its scope, very efficient, so far as we can judge, and redounds to the credit of its talented Principal, Mr. Locke, who works single-handed."†

Three money prizes of Rs. 50 each were awarded to our school by the Government of India at this exhibition as follows:—

To Annada Prasad Bagchi, for a study of a head from life (in water-colours);

To Harishchandra Khan, for several of the drawings of snakes (from life) made for

Dr. Fayer's book; and,

To Chumal Das, for lithography.

In addition to these encouragements several works by our students were purchased by His Excellency the Viceroy for his own portfolio, and a number of very liberal commissions were likewise given by His Lordship for works in painting, engraving, and designing for manufacture. Under the last named head we have made a number of designs for silver lace and other prize cups, to be executed by native silversmiths exclusively; also for various articles composing the Durbar paraphernalia of the Government Toshakhana, such as assalis, sotahs, pâr-dâns, atter-dâns, &c., some of which are being executed in silver by native workmen, and others are being carried out by Messrs. Hamilton & Co.

We are also engaged upon the work of illustrating Babu Rajendralala Mitra's forthcoming book, the "*Antiquities of Orissa*;" and inasmuch as we are not only making the drawings, but are executing the actual lithographs, I anticipate our getting even a greater meed of praise than was bestowed upon our work for Dr. Fayer's book, which consisted of the production of the original drawings simply, the lithography being executed in England. I for bare herewith some specimens of the plates for Babu Rajendralala Mitra's book, and also a photograph from one of the Viceroy's prize cups.

* I should add before closing this report that the number of students who have received instruction for longer or shorter periods during the year was 160.

* Or in one month, if the whole was devoted to it.

† Extract from the *Englishman*, 24th March 1871.

RESOLUTION.

GENERAL DEPARTMENT.

EDUCATION

Calcutta, the 8th April 1874.

READ—

The report of the Director of Public Instruction for the year 1872-73.

1. SIR GEORGE CAMPBELL desires to acknowledge the superiority of this report over those which have been received from the Director of Public Instruction in previous years. It contains a really useful and perspicuous summary of the progress made during the year. The only exception which he would take is to the bulk of the volume. He desires that in future the local Inspectors' reports should be digested and abridged, not all published in full. On the present occasion the introduction of a new system may, however, justify the full publication.

2. The substance of the report has already been before the Lieutenant-Governor in connection with the Administration Report, and His Honor has already recorded his views and remarks in pages 42 to 50 of the preliminary chapter of that report. The educational chapter of the report also in the main exhibits the facts as stated by the Director in the light in which they are viewed by Government. It is therefore unnecessary to review the report in detail. The Administration Report is to be taken as indicating the views of Government on the whole subject.

3. In a separate letter the Director of Public Instruction has brought to the notice of the Lieutenant-Governor the officers who have been most prominent in the department during the year. To Mr. Woodrow Sir George Campbell's thanks are due, not only for the valuable assistance which he has given in matters of education generally, but specially for the energetic part he has taken in introducing and promoting improved teaching.

4. The value of Mr. C. B. Clarke's services and his ability are well-known to the Lieutenant-Governor. Mr. Martin and Baboo Bhodoy Mookerjee, among the Inspectors, are also spoken of in high terms by the Director. Mr. Sutcliffe's management of the Presidency College has been as successful as it always has been. The Lieutenant-Governor agrees with the Director of Public Instruction, that he is "a most fitting and able head of the great institution entrusted to his charge."

5. His Honor recognizes the value of the services rendered by Mr. Thwaytes of the Hooghly College. Mr. Lobb of Kishnaghar, notwithstanding the ill-health against which he had to struggle, is a very zealous and deserving officer.

6. Mr. Blochmann has given satisfaction while in charge of the Madrassa. Baboo Prasanno Kumar Sarvadhikari, at the head of the Sanscrit College, is an officer who is universally respected. The Lieutenant-Governor entirely agrees in the commendation bestowed on Messrs. Blanford, Tawney, Beebe, Croft, Rogers, W. G. Willson and Locke. Mr. Ewbank at Patna has distinguished himself by the interest he has taken in promoting chemical and physical science teaching, having volunteered to take the entire chemistry class work in addition to his duties as lecturer on mathematics. At Dacca, Mr. Garrett has gained great popularity with those around him; he has been thanked by the Lieutenant-Governor for the interest he has taken in the gymnastics. Mr. Rowe of Hooghly has also done good service in promoting the teaching of the subjects which have recently been introduced.

7. Mr. Pedler's scientific lectures have already attracted attention, and the Lieutenant-Governor is sure that his special will be a great benefit to this province.

8. To the Director of Public Instruction the Lieutenant-G. thanks are due for the really good report which he has prepared giving educational history of the year. His Honor fully recognizes his zeal for the interests of his department.

By order of the Lieutenant-Governor of Bengal,

H. L. DAMPIER,

Secretary to the Government of Bengal.

No. 1418.

Copy of this resolution forwarded to the Director of Public Instruction for information and guidance. Commissioners, Magistrates and District Committees have been supplied direct.

No 1419.

Copy of this resolution forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

H. L. DAMPIER,

Secretary to the Govt. of Bengal.

CALCUTTA,

The 8th April 1874.

